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KNOX COUNTY SCHOOLS

CERTIFIED PERSONNEL EVALUATION PLAN

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Certified Personnel Evaluation Plan Committee

Members 2006-07

Aministrators

Walter T. Hulett (Superintendent)

Gail Brown (*Assistant Principal West Knox Elementary School*)

Kelly Sprinkles (*Principal Knox County Middle School*)

KimMerida (*Assistant Principal Knox Central High School*)

Pam Williams (Director Federal Programs, Professional Development Coordinator)

Malena O'Daniel (Assistant Superintendent)

Sandra Stevens (*Principal Dewitt Elementary*)

Teachers

Teresa Bingham (Boone Elementary School)

Kim Bullard (Lynn Camp High School)

Robin Burr (West Knox Elementary)

Dewayne Smith (Girdler Elementary)

Dorothy Anderson (G.R. Hampton Elementary)

Leeann Mills (Knox Central High School)

Teresa Hubbard (Flat Lick Elementary School)

ASSURANCES

CERTIFIED SCHOOL PERSONNEL EVALUATION PLAN

The Knox County School District hereby assures the Commissioner of Education that:

This evaluation plan was developed by an evaluation committee composed of an equal number of teachers and administrators.

The evaluation process and criteria for evaluation will be explained to and discussed with all certified personnel annually within one month of reporting for employment. This shall occur prior to the implementation of the plan. The evaluation of each certified staff member will be conducted or supervised by the immediate supervisor of the employee.

All certified employees shall develop an Individual Professional Growth Plan (IGP) that shall be aligned with the school/district improvement plan and comply with the requirements of 704 KAR 3:345. The IGP will be reviewed annually.

All administrators, to include the superintendent, and non-tenured teachers will be evaluated annually.

All tenured teachers will be evaluated a minimum of once every two years.

Each evaluator will be trained and certified in the use of appropriate evaluation techniques and the use of local instruments and procedures.

Each person evaluated will have both formative and summative conferences with the evaluator regarding his/her performance.

Each evaluatee shall be given a copy of his/her summative evaluation and the summative evaluation shall be filed with the official personnel records.

The Local District Evaluation Appeals Panel will provide each person evaluated the opportunity for a review of the summative evaluation. Provision is made for the right to review all documentation presented to the Appeals Panel and to be represented at the appeals.

The evaluation plan process will not discriminate on the basis of race, national origin, religion, marital status, sex, or disability.

This evaluation plan will be reviewed as needed and any substantive revisions will be submitted to the Department of Education for approval.

The local board of education approved the evaluation plan as recorded in the minutes of the meeting held on _____.

_____ Signature of District Superintendent _____ Date

_____ Signature of Chairperson of Board of Educ. _____ Date

Knox County Schools

Certified Personnel Evaluation Plan

Overview

Evaluation is the process of assessing or determining the effectiveness of performances and products. It is intended to promote professional competence, identify areas for professional growth and to assist in making personnel decisions. With the purpose of improving instruction, curriculum, assessment and other professional responsibilities, the ultimate goal of the Knox County school District's Certified Personnel Evaluation Plan is to promote, provide for, and ensure the success of all students.

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PROFESSIONAL CODE OF ETHICS FOR KENTUCKY SCHOOL CERTIFIED PERSONNEL

704 KAR 20:680

In 1990, the General Assembly of the Commonwealth of Kentucky enacted landmark legislation for education reform throughout the state. As the Kentucky Education Reform Act is implemented across the state, the Educational Professional Standards Board calls Kentucky's educators to reaffirm their commitment to the highest ethical standards. In recognition the magnitude of our responsibility to learners to society, we offer this Code of Ethics that reflect and promote the aspirations of our profession.

Section 1. Certified Personnel in the Commonwealth

Shall strive toward excellence, recognize the importance of the pursuit of truth, nurture democratic citizenship, and safeguard the freedom to learn and to teach;

Shall believe in the worth and dignity of each human being and in educational opportunities for all;

Shall strive to uphold the responsibilities of the education profession, including the following obligations to students, parents, and to the education profession.

To Students

Shall provide students with professional education services in a nondiscriminatory manner and in consonance with accepted best practice known to the educator;

Shall respect the constitutional rights of all students;

Shall take reasonable measures to protect the health, safety, and emotional well-being of students;

Shall not use the professional relationships or authority with students for personal advantage;

Shall keep in confidence information about students that has been obtained in the course of professional service, unless disclosure serves professional purposes or is required by law;

Shall not knowingly make false or malicious statements about students or colleagues;

Shall refrain from subjecting students to embarrassment or disparagement; and

Shall not engage in any sexually related behavior with a student with or without consent, but shall maintain a professional approach with students. Sexually related behavior shall include such behavior as sexual jokes; sexual remarks; sexual kidding or teasing; sexual innuendo; pressure for dates or sexual favors; inappropriate physical touching; kissing; or grabbing; rape; threats of physical harm; and sexual assault.

To Parents

Shall make reasonable effort to communicate to parents information which should be revealed in the interest of the student;

Shall endeavor to understand community cultures and diverse home environments of students;

Shall not knowingly distort or misrepresent facts concerning educational issues;

Shall distinguish between personal views and the views of the employing educational agency;

Shall not interfere in the exercise of political and citizenship rights and responsibilities of others;

Shall not use institutional privileges for private gain, for the promotion of political candidates, or for partisan political activities; and

Shall not accept gratuities, gifts, or favors that might impair or appear to impair professional judgment, and shall not offer any of these to obtain special advantage.

To the Education Profession

Shall exemplify behaviors that maintain the dignity and integrity of the profession;

Shall accord just and equitable treatment to all members of the profession in the exercise of their professional rights and responsibilities;

Shall keep in confidence information acquired about colleagues in the course of employment, unless disclosure serves professional purposes or is required by law;

Shall not use coercive means or give special treatment in order to influence professional decisions;

Shall apply for, accept, offer, or assign a position or responsibility only on the basis of professional preparation and legal qualifications; and

Shall not knowingly falsify or misrepresent records of facts relating to the educator's own qualifications or those of other professionals.

Glossary of Evaluation Terms and Definitions

(as applied to Kentucky's professional growth and certified personnel evaluation process)

Evaluation terms and definitions listed below include those presented in KRS 156.101, 704 KAR 3:345, and KRS 160:345 (2) (c).

administrator: any staff person who devotes the majority of his/her employed time to service as principal, assistant principal, head teacher, supervisor, coordinator, director, assistant director, administrative assistant, finance officer, pupil personnel worker, guidance counselor, or school business administrator including the superintendent and any assistant, associate, or deputy superintendent.

appeals: a process whereby any certified personnel employee who feels that the local school district failed to properly implement the approved evaluation system can formally disagree with their evaluation.

conference: is a meeting involving the evaluator and the certified employee evaluated for the purpose of providing feedback from the evaluator, analyzing the results of observation(s) and other information to determine accomplishments and for identifying areas for growth leading to establishment or revision of a professional growth plan.

corrective action plan: a plan developed by the evaluator through consultation with the evaluatee as a result of an unsuccessful standard rating(s) on the summative evaluation. Specific assistance and activities are identified and progress monitored.

depth of knowledge: a system of measuring the depth and breadth of skills and knowledge required to successfully complete tasks. Some examples are;

DOK 1- recall fact, definition, term,

DOK 2- compare, explain cause & effect.

DOK 3- analyze, evaluate, solve a multiple step problem, develop a model, explain, generalize, connect ideas.

DOK 4-extended thinking (ie.create an exercise plan applying FITT (frequency, intensity, time, type), analyze author's craft; style, bias, literary techniques, point of view.)

evaluatee: one whose behaviors and performances are being observed, examined, appraised, or critiqued.

evaluation: means the process of assessing or determining the effectiveness of the performance of the certified employee in a given teaching and learning or management situation, based upon predetermined criteria, through periodic observation and other documentation such as portfolios, peer reviews, products, and performance. Evaluation shall also include the establishment and monitoring of individual professional growth plans.

evaluation committee: consist of local school district teachers and administrators who are responsible for developing evaluation procedures and forms for the district evaluation plan. The committee is made up of equal numbers of teachers and administrators.

evaluation plan: includes evaluation forms and procedures. The procedures shall provide for both formative evaluation and summative evaluation components. Both the plan and the procedures must be approved by the Kentucky Board of Education.

evaluation procedures: as well as the evaluation forms, must be designed to foster professional growth and to support individual personnel decisions.

evaluator: one who appraises or carefully examines behaviors and performances to determine a value. Evaluators must be trained, tested, and certified.

formative evaluation: a continuous cycle of collecting performance data and communication between the evaluator and evaluatee regarding the certified employee's professional growth and performance.

Hook: strategies used most often at the onset of a lesson by the teacher to capture the attention of students

graphic organizer: a schemata used to organize information, show relationships, bridge new information with old, etc.

indicators: are measurable behaviors and outcomes which demonstrate performance criteria.

instructional leaders: are principals with the assistance of assistant principals, central office personnel, supervisors of instruction, guidance counselors, and directors of special education. Principals have the primary responsibility for instructional leadership in the schools to which they are assigned.

insubordination: including but not limited to violation of the school laws of the state or administrative regulations adopted by the Kentucky Board of Education, the Education Professional Standards Board, or lawful rules and regulations established by the local board of education for the operation of schools, or refusal to recognize or obey the authority of the superintendent, principal, or any other supervisory personnel of the board in the performance of their duties.

job category: is the term used to signify a group or class of positions with closely-related functions such as: principal, coordinator, or director.

Learning checks: a type of formative assessment used to measure learning during the instructional cycle. Learning checks are intended to help teachers assess the effectiveness of the instructional activities,

monitoring: to supervise; to check systematically or scrutinize for the purpose of collecting specified categories of data. (For example: principals monitor teachers lesson plans, units of study, interactions with students, parents, and each other.)

observation: a process of gathering factual information in the performance of duty, based upon predetermined criteria in the district evaluation plan.

observee: one who is observed by the observer.

observer: one who sees and reports behaviors. This is usually the primary evaluator.

openly: with full knowledge of others (evaluatee).

other support staff: include any certified staff other than teacher or administrator.

performance criteria: are performance areas, skills, or outcomes on which the certified employee shall be evaluated based upon position and the district evaluation plan.

position: is a professional role in the school district such as: teacher, secondary principal, supervisor of instruction.

primary evaluator: is the evaluator who is the employee's immediate supervisor.

professional growth plan: is a plan whereby the person being evaluated establishes goals for enrichment and development and the assistance of the evaluator is identified. The individualized plan includes objectives, a plan for achieving the objectives, and method for evaluating success. The individual professional growth plan shall be aligned with specific goals and objectives of the school improvement and professional development or transformation plans.

post-conference: is a meeting between the evaluator and the certified personnel employee to provide feedback from the evaluator. The evaluator and the certified personnel employee analyze the results of observation(s) and other information to determine accomplishments and areas of growth leading to the establishment or revision of a professional growth plan.

pre-conference: is a meeting between the evaluator and the certified personnel to discuss and plan the schedule, date, content, time, etc. of the observation(s).

standards of performance: are acceptable qualitative or quantitative levels of specific job performances expected of effective certified personnel employees.

summative evaluation: is the summary of, and conclusions from, all data, including but not limited to the formative evaluation data. The summative evaluation occurs at the end of an evaluation cycle. Summative evaluation includes a conference involving the evaluator and the evaluated certified employee, and a written evaluation report.

teacher: is any certified staff person who directly instructs students.

walkthrough: an informal observation which may vary in length of time.

NOTES:

Chronology

*Training of all certified staff including an explanation of the plan and discussion within 30 days of reporting for employment."

- | | |
|-------------|--|
| September 1 | -Individual Professional Growth Plan completed and submitted to Professional Development Coordinator |
| September | <p>-Presentation of Revised Evaluation Plan to Knox County Board of Education and to the Department of Education.</p> <p>-Evaluators make broad schedules for two-year evaluation cycle</p> <p>-Principals submit schedules to central office to Asst. Superintendent</p> |
| October | -Principals begin observations of certified staff and post observation conferences of non-tenured staff |
| November 1 | -Following analysis of test data, Individual Professional Growth Plans may be revised |
| November | -Principals begin observations of tenured certified staff and post observation conferences |
| February 15 | -Deadline to request Third Party Observation |
| April 1 | -Deadline for principals to complete summative evaluations of all non-tenured teachers, review and assess (evaluator and teacher) progress on growth plans, and determine if standards have been met. Corrective Action Plans will be formulated by the evaluator and evaluatee if the evaluatee receives "does not meet" rating(s) on the Summative Evaluation Form. |
| April 15 | <p>-Deadline for principals to complete summative evaluations of tenured teachers scheduled to be evaluated during the current school year. Principal and Teacher will review and assess progress on growth plans and determine if objectives have been met. Corrective Action Plans will be formulated by evaluator and evaluatee if the evaluatee receives "does not meet" rating(s) on the Summative Evaluation Form.</p> <p>-By April 15, the evaluator will complete the summative Evaluation Form for Educational Administrators</p> |
| May | -All certified employees review growth plans, determine if standards have been met, and revise/update as needed. |
| June | -Summative Evaluations and copies of growth plans received in central office. |
| July | <p>-District Coordinator reviews Summative Evaluations to assure that all scheduled evaluations have been completed.</p> <p>-Summative Evaluations are filed in central office with personnel files.</p> |

***NOTE:** Corrective Action Plans are to be developed when evaluatee receives a "Does Not Meet" on the Summative Evaluation or at any time that an immediate change is required in behavior or practice.

CERTIFIED PERSONNEL EVALUATION PROCESS

I. Evaluation Process - All evaluations shall be conducted by the primary evaluator who is the immediate supervisor of the certified school employee.

A. Classroom Observations

1. All first year teachers will receive a minimum of two formal observations and one summative evaluation conference during their first year. One observation shall be announced, if requested by the teacher in writing. Teachers in the KTIP program will use KTIP forms in lieu of District forms.
2. Non-tenured teachers will receive multiple observations and an annual summative evaluation.
3. Tenured teachers will be evaluated at least once every two years.
4. The classroom observation may range in length from 20 to 60 minutes or longer.
5. **The evaluator may script the lesson, use charts, or the Teacher Observation Instrument form to collect information during the observations. Third Party Observation Request Form (page 83), Third Party Observation Process, see 704(KAR 3:345 Section 4 (2) (a) at bottom of page 81. The Third Party Request Form must be completed and submitted to the primary evaluator prior to February 15.**
6. At the request of a teacher, observations by other teachers trained in the teacher's content area or curriculum content specialist may be incorporated into the formative process for evaluating teachers (KRS 156.557 (3)(c)(2)).

A. Conferencing

1. Pre-observations forms will be completed by the teacher and submitted to the principal prior to conference or observation. The purpose of the pre-observation conference is to determine expectations and allow time for inquiry.
2. A post-observation conference is required after each formal observation.
3. The post-observation conference should be held on the day of the observation. If this is not possible the conference must occur within one (1) workweek of the observation. The teacher will receive a copy of the Teacher Observation Instrument after each observation. The last post-observation conference of the evaluation cycle and the summative conference may occur at the same time.
4. A Professional Growth Plan shall be reviewed following the post-observation conference and reviewed by September 1 of the following school year. The individualized growth plan may include areas suggested by the evaluator and/or the evaluatee and may be utilized in future observations and evaluations. The individualized growth plan is aligned with school/district improvement plans and includes identified growth areas, procedures & activities to be completed and the expected impact on student learning.
5. After reviewing the evaluation, the employees shall be permitted to comment on the evaluation and shall be given a reasonable amount of time to make correction and to show improvement before an adverse job decision is made during the contract period.

C.

Teacher Observation Instrument

1. This instrument, based on experienced teacher standards, is used with non-tenured and tenured teachers with the exception of participants in the Kentucky Teacher Internship Program.
2. Both the evaluator and evaluatee must sign the Teacher Observation Instrument and summative forms. A signature does not mean acceptance or rejection of the information, but only that the information has been reviewed.
3. Certified staff have the opportunity for a written response which will become a part of the records placed in the personnel file.
4. Completed evaluation forms will be treated with ethical standards and will be kept confidential. Inspection of these completed evaluation forms will be permitted to only those people prescribed by law, Central Office administration, building principals, and evaluated teachers.
5. The summative evaluation forms and growth plans will become a part of the employee's personnel file in the Central Office.

D.

Corrective Action Plan

1. This plan is to be completed by the evaluator, with discussion and assistance from the evaluatee, for personnel receiving a "Does Not Meet" on the Summative Evaluation form.
2. In addition, an evaluator may develop a Corrective Action Plan when immediate change is required in behavior or practice of the evaluatee, even if only one or two standards are targeted.
3. Building Administrators may request an assistance team from central office.
4. The evaluator and evaluatee must identify corrective action goals and objectives; procedures and activities designed to achieve the goals; and targeted dates for appraising the evaluatee's improvement of the standard.
 - a. Identify the specific standard(s) from the summative evaluation form that does not have a satisfactory progress rating.
 - b. Select the stage of professional development that best reflects the evaluatee's level.

O = Orientation/Awareness
A = Preparation/Application
I = Implementation/Management
R = Refinement/Impact

- c. Growth objectives and goals must address the specific standard(s) rated not satisfactory on the summative evaluation form.
- d. The evaluatee and the evaluator work closely to correct the identified standard(s).
 1. Identify and design specific procedures and activities for improvement. Include support personnel when appropriate.
 2. List the specific target dates and appraisal methods used to determine improvement of performance.
 3. Exact documentation and record keeping of all actions must be provided to the evaluatee.
- e. Certified staff have the opportunity for a written response which will become a part of the records placed in the personnel file.

II. Appeals Process

- A. Employees who feel they have not been fairly evaluated may submit an appeal to the District Evaluation Appeals Panel.***
- B. An appeals panel established by the district will hear appeals pertaining to evaluations as required by KRS.156.101.***
- C. The appeals panel consists of two (2) members elected by the certified employees of the district and the Board shall appoint one (1) certified employee and one (1) alternate certified employee to the panel. All terms of panel members shall be for one (1) year and run from July 1 to June 30. Members may be reappointed or reelected.***
- D. The appeal must be submitted to the Superintendent in writing.***
- E. Within five (5) working days of receiving, written notification of the appeal, the chairperson of the appeals panel shall notify other members of the panel and schedule a meeting to review the appeal. The review shall occur within ten (10) working days of receipt of request the appeals panel chairperson. Additionally, the chairperson will request documentation from the evaluator to support his/her evaluation decisions.***
- F. Copies of all supporting documentation from the evaluator and the appealing employees shall be made available to all panel members for screening prior to the review. All documentation will be held in a secure location in the Central Office.***
- G. Information about the guidelines to be followed by the appeals panel in the review process is available upon request from the Assistant Superintendent. Certified Personnel Evaluation Plan pages, 76-80***

*See Board Policy 3.18, Evaluation and Procedures 3.18AP11, 3.18AP12, 3.18AP21, 3.18AP.22 in the back of this handbook

Procedures

Evaluation of Building Level Certified Personnel

1. No later than the end of the first month of reporting for employment for each school year, teachers will receive training which will include an explanation and discussion of the certified personnel evaluation plan.
2. During a building level faculty meeting, the evaluator will construct a two-year general schedule for observation of all certified school assigned staff. Evaluatees will receive copies of the revised/updated evaluation plan.
3. The evaluator will communicate individually with personnel to schedule specific days and times for formal observations.
4. Prior to each scheduled formal observation, the evaluatee will complete and submit to the evaluator the pre-observation form. This form is mandatory. A pre-observation conference may be held at the request of either the evaluatee or the evaluator.
5. The evaluator will gather data by informal observations of certified staff in all appropriate areas of professional responsibility. All monitoring or observation of performance of a certified school employee shall be considered openly and with full knowledge of employee. (KAR 156.557 Section 3 (c.) 2.) (Refer to Evaluation Standards and Performance Criteria) Documented data will become part of the staff member's file only after data has been shared with the staff member. After a scheduled classroom observation, data documented on the Formative Data Collection Summary will be shared with the certified staff member within one (1) workweek. The staff member will sign and date the Observation Record Form, indicating that the observation data was discussed, and the staff member was informed of any standards not being met.
6. If documented data indicates unsatisfactory performance, the evaluatee or evaluator may request an additional observation. KRS 156.557 Section 3 (c.) 2. At the request of a evaluatee observations by other teachers trained in the teacher's content area or curriculum content specialist may be incorporated into the formative process for evaluating teachers.
7. All certified staff members are required to complete a Professional Growth Plan for the purpose of identifying professional improvement goals and formulating a plan for becoming more proficient as a teacher. The individualized plan includes objectives, a plan for achieving the objectives of the school, the district and professional development plans. (704 KAR 3:345 Section 1:14)
8. Near the end of the evaluation cycle, the evaluator will conduct a conference with the evaluator and share the data entered on the Formative/Summative Instrument as a basis for final evaluation. The evaluatee will have the opportunity to make comments in writing concerning the evaluation. The Summative Evaluation Form will be signed and dated to indicate that the contents of the form have been discussed and that the teacher has received a copy. The original copy will be sent to the superintendent's office.
9. Corrective Action Plans will be formulated by the evaluatee and evaluator if the evaluatee receives "does not meet" rating(s) on the Summative Evaluation Form.
10. Multiple observations for tenured teachers will occur when observation is unsatisfactory. 704KAR 3:345 4 (2) (g)

Procedures

Evaluation of Central Office Based Certified Staff

The immediate supervisor will communicate individually with the staff member(s) he/she is responsible for evaluating to schedule specific days and times for formal observations/evaluations.

Central Office staff will complete and submit to his/her immediate supervisor a Professional Growth Plan for the purpose of identifying professional improvement goals and formulating a plan for becoming more proficient as an educational administrator. The individualized plan will include identified growth standard(s) and stage(s), procedures/activities and expected impact on student learning. The growth plan must be aligned with specific goals and objectives of the district's comprehensive improvement plan and professional development plan.

All administrators receive a summative evaluation annually. The evaluator will gather data by formal and informal observations of administrators in all areas of professional responsibility. (Refer to Evaluation Standards and Performance Criteria for Educational Administrators) Documented data will become part of the staff member's file only after the data has been shared with the individual. After a scheduled conference, data documented on the Formative/Summative Instrument will be shared with the evaluator within one (1) workweek. The staff member will sign and date the Observation Record Form, indicating that the observation data was discussed, and the staff member was informed if district expectations are not being met on any criteria.

704 KAR 3:345- When observations is unsatisfactory multiple observations shall be conducted.

By April 15 of each year, the evaluator will complete the Summative Evaluation Form for Education Administrators using the data entered on the Formative/Summative Instrument as a basis for final evaluation. A summative conference will be scheduled and the assessment of performance shared with the staff member. The administrator will have the opportunity to make comments in writing concerning the evaluation. The Summative Evaluation Form will be signed and dated to indicate that the contents of the form have been discussed and that the staff member has received a copy. The original copy will become a part of the administrator's personnel file.

Corrective action plans will be formulated by the staff member and the evaluator if the staff member receives "does not meet" rating(s) on the Summative Evaluation Form or when an immediate change is required in behavior or practice.

Procedures

Evaluation of Principals/Assistant Principals

1. The Superintendent will formulate a schedule of on-site observations for all principals and assistant principals.
2. The principal will complete and submit to the superintendent a Professional Growth Plan for the purpose of identifying the professional improvement goals and formulating a plan for becoming more proficient as a principal. The individualized plan will include identified growth standard(s) and stage(s), procedures/activities and expected impact on student learning. The growth plan must be aligned with specific goals of the school, the district and school improvement plans and professional development plan.
3. All administrators receive a summative evaluation annually. The superintendent will gather data by informal and formal observations of principals in all areas of professional responsibility. (Refer to Evaluation Standards and Performance Criteria for Educational Administrators) Documented data will become a part of the principal's file only after the data has been shared with the principal. After a scheduled observation, data documented on the Data Collection Summary will be shared with the principal within one (1) workweek. The Principal will sign and date the Observation Record Form, indicating that the observation data was discussed, and the principal was informed if district expectations are not being met on any criteria.
4. If documented data indicates unsatisfactory performance, the principal or superintendent may request an additional observation.
5. By April 15, the superintendent will complete the Summative Evaluation Form for Educational Administrators using the data entered on the Summative Conferencing Form as a basis for final evaluation. A summative conference will be scheduled to and the assessment of performance shared with the principal. The principal will have the opportunity to make comments in the writing concerning the evaluation. The Summative Evaluation Form will be signed and dated to indicate that the contents of the form have been discussed and that the principal has received a copy. The original copy will become part of the principal's personnel file.
6. Corrective actions plans will be formulated by the principal and the superintendent if the principal receives "does not meet" rating(s) on the Summative Evaluation Form or when immediate change is required in behavior or practice.

Procedures

Evaluation of Itinerant Staff

1. The immediate supervisor will communicate individually with the staff member(s) he/she is responsible for evaluating to schedule specific days and times for formal observations/evaluations.
2. Itinerant staff will complete and submit to his/her immediate supervisor a Professional Growth Plan for the purpose of identifying professional improvement goals and formulating a plan for becoming more proficient in his/her job assignment. The individualized plan will include identified growth standard(s) and stage(s), procedures/activities and expected impact on student learning. The growth plan must be aligned with specific goals of the schools to which the individual is assigned, the district and school improvement plan and the professional development plan.
3. The evaluator will gather data from all worksites and by formal and informal observations of the staff member in all areas of professional responsibility. (Refer to Evaluation Standards and Performance Criteria for your job assignment.) Documented data will become part of the staff member's file only after the data has been shared.
4. If documented data indicates unsatisfactory performance, the evaluatee or evaluator may request an additional observation.
5. By April 1 of each year, the evaluator will complete the job appropriate Summative Evaluation form for using the data entered on the Summative Conference form as a basis for final evaluation for non-tenured staff. The process will be completed by April 15 for tenured staff. A summative conference will be scheduled and the assessment of performance shared with the staff member. The itinerant staff member will have the opportunity to make comments in writing concerning the evaluation. The Summative Evaluation form will be signed and dated to indicate the contents of the form have been discussed and that the staff member has received a copy. The original copy will become part of the staff member's personnel file.
6. Corrective action plans will be formulated by the staff member and the evaluator is the staff member receives "does not meet" rating(s) on the Summative Evaluation form or when immediate change is required in behavior or practice.

KNOX COUNTY SCHOOLS

Individual Growth Plan

Superintendent

Name _____

Date _____

I. GROWTH AREAS

Criteria:

- ☐ 1) General Supervision
- ☐ 2) Planning
- ☐ 3) Budget
- ☐ 4) Board Meetings
- ☐ 5) Programs
- ☐ 6) Personnel
- ☐ 7) Buildings and Grounds
- ☐ 8) Instruction
- ☐ 9) Transportation
- ☐ 10) Public Relations
- ☐ 11) Communications
- ☐ 12) Miscellaneous

PROCEDURES AND ACTIVITIES

Individual Growth Plan Developed		<input type="checkbox"/> Revised; <input type="checkbox"/> Achieved; <input type="checkbox"/> Annual Review Achieved	
_____ Superintendent's Signature		_____ Superintendent's Signature	
_____ Date		_____ Date	
_____ Board Chairman's Signature		_____ Board Chairman's Signature	
_____ Date		_____ Date	

If necessary, use the back of this page for comments.
Reference: KRS 156.111 (4)

Evaluation of the Superintendent

PROCESS

Annually at a date, time and place determined by the Board and the Superintendent, the Board members shall conduct an evaluation of the Superintendent.

In closed session the Board will compile the evaluations and discuss the results with the Superintendent. The Superintendent will have the opportunity to attach written statements to the evaluation form. The Superintendent and the Board Chairperson shall sign and date the evaluation document. The document shall be filed in the Superintendent's personnel folder located in the Central Office.

RATING SCALE

6.0	Superior	Exemplary fulfillment of performance criteria
4.5	Exceptional	Exceeds performance criteria
3.0	Commendable	Meets performance criteria and in some cases goes beyond
1.5	Average	Generally meets established criteria
0	Below Average	Falls short of meeting established performance criteria

PERFORMANCE CRITERIA

	1) General Supervision - Provides general supervision for the school system with specific attention to day-to-day operations.
	2) Planning - Plans effectively from year to year and gives specific attention to the Board's long-term goals.
	3) Budget - Reflects an accurate knowledge of income in the development of the budget. Expenditures reflect an appropriate delivery of services as dictated by the Board.
	4) Board Meetings - Plans monthly meetings of the Board to meet the needs of the district's schools.
	5) Programs - Presents programs in a timely manner for Board approval and answers questions in a satisfactory manner.
	6) Personnel - Informs Board members in a timely manner of all personnel actions taken.
	7) Buildings and Grounds - Ensures satisfactory maintenance of school buildings and grounds.
	8) Instruction - Provides instructional leadership and is actively involved in the implementation of instructional programs throughout the District.
	9) Transportation - Attends local and state meetings to keep abreast of changes affecting the District and disseminates the information to Board members.
	10) Public Relations - Represents the Board as an ambassador of the school system for positive public relations for the entire district.
	11) Communications - Attends local and state meetings to keep abreast of changes affecting the District and disseminates the information to Board members.
	12) Miscellaneous - Performs other duties as assigned by the Board.

EVALUATION OF THE SUPERINTENDENT

Strengths:

Weaknesses:

Comments:

I believe the performance of the Superintendent is: **satisfactory or not satisfactory**

Board Chairman

Date

Knox County Schools

Individual Growth Plan for Certified Personnel

List other professional development activities as planned

District:

School:

Grant:

KNOX COUNTY SCHOOLS

Individual Growth Plan for Certified Personnel

Name _____ Date _____

Employee Work Station(s) _____

SUMMARY OF NEEDS ASSESSMENT FINDINGS:

Required:

District/School Improvement Plan Alignment

(Cite Component/Goal): _____

Recommended:

Formative Evaluation _____

Self Reflection _____

Student Performance _____

Other _____

GROWTH AREAS

Indicate present growth stage for each standard to be addressed.

O= Orientation/Awareness

I=Implementation/Management

P= Preparation/Application

R=Refinement/Impact

Standards:

___ #1 Demonstrates Professional Leadership

___ #6 Assesses & Communicates Learning Results

___ #2 Demonstrates Knowledge of Content

___ #7 Reflects/Evaluates Teaching/Learning

___ #3 Designs/Plans Instruction

___ #8 Collaborates with Colleagues/parents/others

___ #4 Creates/Maintains Learning Environment

___ #9 Engages in Professional Development

___ #5 Implements/Manages Instruction

___ #10 Technology

___ #6 Assesses & Communicates Learning Results

___ #11 Other

PROCEDURES AND ACTIVITIES

DESCRIPTION (WITH COMPLETION DATE)

___ Learning Clubs/Professional Learning Communities (attend and implement strategies)

___ Collaborate with and/or observe colleagues to refine skills/implementation

___ Graduate Course

___ District, State, National Workshop, Conference, Seminar (List)

___ Independent Reading (List Book)

___ On-line Training (KVHS, etc.)

___ Other(Describe) _____

Expected Impact on Student Learning:

Individual Growth Plan Developed	<input type="checkbox"/> Revised; <input type="checkbox"/> Achieved; <input type="checkbox"/> Annual Review Achieved
Employee Signature _____ Date _____	Employee Signature _____ Date _____
Supervisor's Signature _____ Date _____	Supervisor's Signature _____ Date _____

If necessary, use the back of this page for comments. Annual Review Required

KNOX COUNTY SCHOOLS

Individual Growth Plan for Administrators

Name _____ Date _____

Employee Work Station(s) _____

SUMMARY OF NEEDS ASSESSMENT FINDINGS:

Required:

District/School Improvement Plan Alignment

(Cite Component/Goal): _____

Recommended:

Formative Evaluation _____

Self Reflection _____

Student Performance _____

Other _____

GROWTH AREAS

Indicate present growth stage for each standard to be addressed.

O= Orientation/Awareness

I=Implementation/Management

P= Preparation/Application

R=Refinement/Impact

Standards:

- ___ #1 Vision
- ___ #2 School Culture & Learning
- ___ #3 Management
- ___ #4 Collaboration
- ___ #5 Integrity, Fairness, Ethics
- ___ #6 Political, Economic, Legal
- ___ #7 Technology
- ___ #8 Other Job Duties (see 8.1)

PROCEDURES AND ACTIVITIES

DESCRIPTION (WITH COMPLETION DATE)

- ___ Dist., State, Nat'l Workshop/ Conference
- ___ Collaborate w/or observe colleague
- ___ Graduate Course
- ___ Book Study
- ___ On-line training
- ___ Other (Describe)

Expected Impact on Student Learning:

Individual Growth Plan Developed	<input type="checkbox"/> Revised; <input type="checkbox"/> Achieved; <input type="checkbox"/> Annual Review Achieved
_____ Employee Signature Date	_____ Employee Signature Date
_____ Supervisor's Signature Date	_____ Supervisor's Signature Date

If necessary, use the back of this page for comments. Annual Review Required

KNOX COUNTY SCHOOLS

Individual Growth Plan

for Counselors/School Psychologists

Name _____ Date _____

Employee Work Station(s) _____

SUMMARY OF NEEDS ASSESSMENT FINDINGS:

Required:

District/School Improvement Plan Alignment

(Cite Component/Goal): _____

Recommended:

Formative Evaluation _____

Self Reflection _____

Student Performance _____

Other _____

GROWTH AREAS

Indicate present growth stage for each standard to be addressed.

O= Orientation/Awareness

I=Implementation/Management

P= Preparation/Application

R=Refinement/Impact

Standards:

___ #1 Program management, Research, Evaluation

___ #2 Developmental Guidance Curriculum

___ #3 Individual and Small Group Counseling

___ #4 Consultation/Collaboration

___ #5 Coordination

___ #6 Assessment

___ #7 Adheres to Professional Standards

___ #8 Demonstrates Professional Leadership

___ #9 Engages in Professional Development

___ #10 Technology

___ #11 Other duties in job description

PROCEDURES AND ACTIVITIES

DESCRIPTION (WITH COMPLETION DATE)

___ Dist., State, Nat'l Workshop/ Conference

___ Collaborate w/or observe colleague

___ Graduate Course

___ Book Study

___ On-line training

___ Other (Describe)

Expected Impact on Student Learning:

Individual Growth Plan Developed	<input type="checkbox"/> Revised; <input type="checkbox"/> Achieved; <input type="checkbox"/> Annual Review Achieved
Employee Signature _____ Date _____	Employee Signature _____ Date _____
Supervisor's Signature _____ Date _____	Supervisor's Signature _____ Date _____

If necessary, use the back of this page for comments. Annual Review Required

**KNOX COUNTY SCHOOLS PRE-OBSERVATION FORM
(Education Administrators and Certified Staff)**

(To be completed by the administrator (observee) and observer before the observation visit.)

_____ Administrator (Observee)	_____ Observer	_____ Position
_____ Work Site	_____ Date	_____ Time

(To be completed by administrator (observee) and provided to the observer before the observation.)

Activity(ies) to be Observed:

Product(s) to be Critiqued:

Special/unique situations or circumstances of which observer should be aware:

Other Comments/Concerns:

Professional Growth (Area(s) of Concentration)

_____ Observee's Signature	_____ Date	_____ Observer's Signature	_____ Date
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KNOX COUNTY SCHOOLS

OBSERVATION RECORD – ☐ ADMINSTRATOR ☐ TEACHER

NOTE TO USERS: This form may be used for scripting/observation during ongoing formative process.

Date		Time Span	
Time	Observation Notes:		
Suggestions/ Recommendations/Comments:			
<hr/> Evaluatee's Signature	<hr/> Date	<hr/> Evaluator's Signature	<hr/> Date

KNOX COUNTY SCHOOLS
Formative/Summative Instrument
(EDUCATION ADMINSTRATORS)

This form is to be used in the following ways: Please indicate how form is being used.

☐ By the evaluator and evaluate prior to developing the professional growth plan.

☐ Formal Observation

☐ As a summary of data collected such as observations, professional development activities, products, work samples, reports, & performances of job duties as indicated in the job description.

Observee: _____ Position: _____

Observer: _____ Position: _____

Date of Conference: _____ Activity Observed: _____

Time: _____ Product Critiqued: _____

The following performance evaluation standards and performance criteria are developed from the Interstate School Leaders Licensure Consortium (ISLLC) Standards for School Leaders that were adopted by the Education Professional Standards Board as part of the procedures for obtaining administrative certification in Kentucky.

STANDARD 1: Vision

A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

☐ Meets Standard
☐ Improvement Needed
☐ Does Not Meet Standard
☐ Exceeds Standard

1: Vision-The education administrator facilitates processes and engages in activities ensuring that:

1.1	The vision and mission of the school are effectively communicated to staff, parents, students, and community. <i>(SI 4.1i)</i>	1.9	An implementation plan is developed in which objectives and strategies to achieve the vision and goals are clearly articulated. <i>(SI 9.6a)</i>
1.2	The vision and mission are communicated through the use of symbols, ceremonies, stories, and similar activities. <i>(SI 4.1i)</i>	1.10	Assessment data related to student learning are used to develop the school vision and goals. <i>(SI 7.1d, 9.2a)</i>
1.3	The core beliefs of the school vision are modeled for all stakeholders. <i>(SI 7.1k)</i>	1.11	Relevant demographic data pertaining to students and their families are used on developing the school mission and goals <i>(SI 7.1d)</i>
1.4	The vision is developed with and among stakeholders. <i>(SI 7.1a, 9.1 a)</i>	1.12	Barriers to achieving the vision are identified, clarified, and addressed. <i>(SI 7.1g)</i>
1.5	The contributors of school community members to the realization of the vision are recognized and celebrated. <i>(SI 4.1j)</i>	1.13	Needed resources are sought and obtained to support the implementation of the school mission and goals. <i>(SI 7.1h, 8.2c)</i>
1.6	Progress toward the vision and mission is communicated to all stakeholders. <i>(SI 4.1i)</i>	1.14	Existing resources are used in support of school vision and goals. <i>(SI 7.1g, 8.1a)</i>
1.7	The school community is involved in school improvement efforts. <i>(SI 7.1a)</i>	1.15	The vision, mission, and implementation plans are regularly monitored, evaluated and revised. <i>(SI 7.1g, 9.5c, 9.6a, 9.6b, 9.6c)</i>

STANDARD 2: School Culture and Learning

A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

☐ Meets Standard
☐ Needs Improvement
☐ Does Not Meet Standard
☐ Exceeds Standard

Performances-The administrator facilitates processes and engages in activities ensuring that:

2.1	All individuals are treated with fairness, dignity, and respect (SI 4.1k)	2.11	Multiple opportunities to learn are available to all students (SI 4.1k)
2.2	Professional development promotes a focus on student learning consistent with the school vision and goals (SI 6.1c, 6.1d)	2.12	The school is organized and aligned for success (SI 4.1f)
2.3	Students and staff feel valued and important (SI 4.1j)	2.13	Curricular, co-curricular, and extra-curricular programs are designed, implemented, evaluated, and refined (SI 1.1f)
2.4	The responsibilities and contributions of each individual are acknowledged	2.14	Curriculum decisions are based on research, expertise of teachers, and the recommendations of learned societies (SI 1.1a, 1.1f, 4.1d)
2.5	Barriers to student learning are identified, clarified, and addressed (SI 4.1k)	2.15	The school culture and climate are assessed on a regular basis (SI 9.2a)
2.6	Diversity is considered in developing learning experiences	2.16	A variety of sources of information is used to make decisions (SI 7.1b)
2.7	Life long learning is encouraged and modeled	2.17	Student learning is assessed using a variety of techniques (SI 2.1e)
2.8	There is a culture of high expectations for self, student, and staff performance (SI 4.1b, 4.1c)	2.18	Multiple sources of information regarding performance are used by staff and students (SI 9.3b)
2.9	Technologies are used in teaching and learning	2.19	A variety of supervisory and evaluation models is employed (SI 7.1k)

STANDARD 3: Management

A school administrator is an educational leader who promotes the success of all students by **ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.**

Performances-The administrator facilitates processes and engages in activities ensuring that:

- ☐ Meets Standard
☐ Needs Improvement
☐ Does Not Meet Standard
☐ Exceeds Standard

	Knowledge of learning, teaching, and student development is used to inform management decisions (<i>SI 7.1b, 7.1k</i>)	3.13	Stakeholders are involved in decisions affecting schools (<i>SI 9.1a</i>)
3.2	Operational procedures are designed and managed to maximize opportunities for successful learning	3.14	Responsibility is shared to maximize ownership and accountability
3.3	Emerging trends are recognized, studied, and applied as appropriate (<i>SI 7.1e, 9.3a</i>)	3.15	Effective problem-framing and problem-solving skills are used
3.4	Operational plans and procedures to achieve the vision and goals of the school are in place	3.16	Effective conflict resolution skills are used
3.5	Collective bargaining and other contractual agreements related to the school are effectively managed	3.17	Effective group-process and consensus-building skills are used
3.6	The school plant, equipment, and support systems operate safely, efficiently, and effectively (<i>SI 7.1g, 7.1h</i>)	3.18	Effective communication skills are used (<i>SI4.1i</i>)
3.7	Time is managed to maximize attainment of organizational goals (<i>SI 7.1i</i>)	3.19	There is effective use of technology to manage school operations
3.8	Potential problems and opportunities are identified	3.20	Fiscal resources of the school are managed responsibly, efficiently, and effectively (<i>SI 7.1g, 8.2c</i>)
3.9	Problems are confronted and resolved in a timely manner	3.21	A safe, clean, and aesthetically pleasing school environment is created and maintained (<i>SI 7.1g, 7.1h</i>)
3.10	Financial, human, and material resources are aligned to the goals of schools (<i>SI 8.1a</i>)	3.22	Human resource functions support the attainment of school goals
3.11	The school acts entrepreneurially to support continuous improvement	3.23	Confidentiality and privacy of school records are maintained (<i>SI 5.1e</i>)
3.12	Organizational systems are regularly monitored and modified as needed		

Explanation (Strengths/Opportunities):

Consideration for Professional Growth Plan (Standard 3):

STANDARD 4: Collaboration

A school administrator is an educational leader who promotes the success of all students by **collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.**

Performances-The administrator facilitates processes and engages in activities ensuring that:

☐ Meets Standard
☐ Needs Improvement
☐ Does Not Meet Standard
☐ Exceeds Standard

4.1	High visibility, active involvement, and communication with the larger community is a priority (SI 4.1i, 4.1j, 5.1a)	4.9	Community youth family services are integrated with school programs (SI 5.1b, 5.1c, 5.1d)
4.2	Relationships with community leaders are identified and nurtured (SI 4.1i, 5.1a)	4.10	Community stakeholders are treated equitably (SI 4.1k, 5.1a, 9.1a)
4.3	Information about family and community concerns, expectations, and needs is used regularly (SI 4.1i, 5.1a, 5.1d)	4.11	Diversity is recognized and valued (SI 3.1c, 4.1f, 4.1k, 5.1c, 8.1b)
4.4	There is outreach to different business, religious, political, and service agencies and organizations (SI 4.1i, 5.1a, 5.1e, 8.1a, 8.2c)	4.12	Effective media relations are developed and maintained (SI 4.1i, 4.1j)
4.5	Credence is given to individuals and groups whose values and opinions may conflict (SI 4.1k)	4.13	A comprehensive program of community relations is established (SI 4.1i, 5.1a)
4.6	The school and community serve one another as resources (SI 1.1e, 5.1a, 8.1a)	4.14	Public resources and funds are used appropriately and wisely (SI 5.1c, 7.1g, 8.1a, 8.2d)
4.7	Available community resources are secured to help the school solve problems and achieve goals (SI 1.1e, 5.1c)	4.15	Community collaboration is modeled for staff (SI 4.1i, 5.1a)
4.8	Partnerships are established with area businesses, institutions of higher education, and community groups to strengthen programs and support school goals (SI 1.1e, 5.1a, 8.1a)	4.16	Opportunities for staff to develop collaborative skills are provided (SI 4.1b, 7.1f, 8.1a, 8.1e)

Explanation (Strengths/Opportunities):

Consideration for Professional Growth Plan (Standard 4):

STANDARD 5: Integrity, Fairness, Ethics

A school administrator is an educational leader who promotes the success of all students by acting **with integrity, fairness, and in an ethical manner**

Performances-The administrator facilitates processes and engages in activities ensuring that:

- ☐ Meets Standard
- ☐ Needs Improvement
- ☐ Does Not Meet Standard
- ☐ Exceeds Standard

5.1	Examines personal and professional values (SI 7.1c, 7.1k)	5.9	Protects the rights and confidentiality of students and staff (SI 7.1h)
5.2	Adheres to the Professional Code of Ethics for Kentucky. (SI 7.1c) Evaluation Plan pages 3-4	5.10	Demonstrates appreciation for and sensitivity to the diversity in the school community (SI 4.1f, 4.1k)
5.3	Demonstrates values, beliefs, and attitudes that inspire others to higher levels of performance (SI 4.1b)	5.11	Recognizes and respects the legitimate authority of others
5.4	Serves as a role model (SI 7.1k)	5.12	Examines and considers the prevailing values of the diverse school community (SI 4.1k, 9.1a)
5.5	Accepts responsibility for school operations (SI 7.1a, 7.1e, 7.1g, 7.1h)	5.13	Expects that others in the school community will demonstrate integrity and exercise ethical behavior (SI 7.1g)
5.6	Considers the impact of one's administrative practices on others	5.14	Opens the school to public scrutiny
5.7	Uses the influence of the office to enhance the educational program rather than for personal gain (SI 7.1a)	5.15	Fulfills legal and contractual obligations
5.8	Treats people fairly, equitably, and with dignity and respect	5.16	Applies laws and procedures fairly, wisely, and considerately

Explanation (Strengths/Opportunities):

Consideration for Professional Growth Plan (Standard 5):

STANDARD 6: Political, Economic, Legal

A school administrator is an education leader who promotes the success of all students by **understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.**

Performances-The administrator facilitates processes and engages in activities ensuring that:

- ___ Meets Standard
- ___ Needs Improvement
- ___ Does Not Meet Standard
- ___ Exceeds Standard

6.1	The environment in which schools operate is influenced on behalf of students and their families (SI 9.1a)	6.4	The school community works within the framework of policies, laws, and regulations enacted by local, state, and federal authorities (SI 7.1i, 8.2d)
6.2	Communications occurs among the school community concerning trends, issues, and potential changes in the environment in which schools operate (SI 4.1i)	6.5	Public policy is shaped to provide quality education for students (SI 7.1i)
6.3	There is ongoing dialogue with representatives of diverse community groups (SI 4.1k)	6.6	Lines of communication are developed with decision makers outside the school community (SI 8.2c)

Explanation (Strengths/Opportunities):

Consideration for Professional Growth Plan (Standard 6):

STANDARD 7: Technology

A school administrator uses technology to support the school's instructional program; access and manipulate data; enhance professional growth and productivity; communicate and collaborate with colleagues, parents, and the community; and conduct research/solve problems.

Performances-The administrator facilitates processes and engages in activities ensuring that:

☐ Meets Standard
☐ Needs Improvement
☐ Does Not Meet Standard
☐ Exceeds Standard

7.1	Operates a multimedia computer and peripherals to use a variety of software (Office'97, Excel, e-mail, internet)	7.5	Facilitates the lifelong learning of self and others through the use of technology (e.g., professional growth plans, training provisions, attendance at technology training) (SI 6.1a, 6.1e, 7.1c)
7.2	Uses the computer to do word processing, create spreadsheets, access electronic mail and the internet, and use other emerging technologies to enhance professional productivity and support instruction (e.g., newsletters, data analysis, budgets, templates for performance evaluation documentation and professional growth (SI 6.1e, 7.1k)	7.6	Demonstrates knowledge of the use of technology in business, industry, and society (e.g., Power Point presentations, budget spreadsheets, use of e-mail)
7.3	Uses terminology related to computers and technology appropriately in written and verbal communication (e.g., SBDM minutes, newsletters, e-mail responses)	7.7	Ensures appropriate research-based instructional practices related to the integration of technology are included in the school's instructional program (e.g., classroom observations, walk-throughs, professional growth plans) (SI 3.1e)
7.4	Follows Board policy, laws and regulations in the use of computers and technology in both professional and personal activities	7.8	Obtains, promotes, and supports technology resources to develop technology skills of students and staff (SI 3.1e, 3.1f, 4.1i, 5.1c)

Explanation (Strengths/Opportunities):

Consideration for Professional Growth Plan (Standard 7):

STANDARD 8:

Performances-The administrator facilitates processes and engages in activities ensuring that:

☐ Meets Standard
☐ Needs Improvement
☐ Does Not Meet Standard
☐ Exceeds Standard

8.1 The employee performs any other duties listed in the job description that are not reflected in the above standards.

Explanation (Strengths/Opportunities):

Consideration for Professional Growth Plan (Standard 8):

KNOX COUNTY SCHOOLS

SUMMATIVE EVALUATION FOR ADMINISTRATORS

(This summarizes all of the evaluation data including formative data, products and performances, portfolio materials, professional development activities, conferences, work samples, reports developed, and other documentation.) The immediate supervisor is designated as the primary evaluator.

Evaluatee _____ Position _____

Evaluator _____ Position _____

School/Work Site _____

Date(s) of Observation(s) _____

Date(s) of Conferences _____

Administrator Standards:

Ratings:

Meets
Standard

Improvement
Needed

Does not
meet
standard

Exceeds
Standard

1. Vision				
2. School Culture and Learning				
3. Management				
4. Collaboration				
5. Integrity, Fairness, Ethics				
6. Political, Economic, Legal				
7. Technology				
8. Employee performs any other duties listed in the job description that are not reflected in the above standards.				
Overall Rating				

Individual professional growth plan reflects a desire/need to acquire further knowledge/skills in the standard number(s) checked below:

1. ____ 2. ____ 3. ____ 4. ____ 5. ____ 6. ____ 7. ____ 8. ____

Evaluatee's Comments:

Evaluator's Comments:

To be signed after all information above has been completed:

Evaluatee: _____ Agree with this summative evaluation _____ Disagree with this summative evaluation

Evaluatee Signature

Date

Evaluator Signature

(Immediate Supervisor)

Date

Employment Recommendation to Central Office:

_____ Meets administrator standards for re-employment _____ Does not meet administrator standards for re-employment

Any rating in the "Not Satisfactory" column requires the development of an Individual Corrective Action Plan.

Certified employees must make their appeals to this summative evaluation within the time frames, mandated in 704KAR3:345 sections 7,8,9 and the local district plan. A copy of the Summative Evaluation has been given to the Evaluatee 704KAR5:3454(2)(m)

KNOX COUNTY SCHOOLS

Formative/ Summative Instrument

Teachers

This form is to be used in the following ways: Please indicate how form is being used.

___ By the evaluator and evaluatee prior to developing the professional growth plan.

___ Formal Observation

___ As a summary of data collected such as observations, professional development activities, products, work samples, reports & performances of job duties as indicated in the job description.

Evaluatee: _____ Grade: _____ Content Area: _____

Evaluator: _____ Position: _____

Date of Conference: _____ Date of Observation: _____

Conference is to occur within one week following observation

School: _____

STANDARD 1: Demonstrates Professional Leadership		<input type="checkbox"/> Meets Standard <input type="checkbox"/> Improvement Needed <input type="checkbox"/> Does Not Meet Standard <input type="checkbox"/> Exceeds Standard
<i>In the space below, provide evidence that illustrates the extent to which the teacher...</i>		
1.1 Teacher builds positive relationships with students, staff and parents. *Student Conferences, Notes, *Communicates by phone, newsletters, e-mail *Through participation in department meetings, special projects/initiatives/events, *Learning Clubs	1.7 Teacher participates in educationally related policy design and development within school, community, and professional organizations. Ie. * SBDM * Advisory Boards/Councils * School/District/State Committees	
1.2 Teacher encourages others to develop leadership potential through a committed vision of education. * I Team * Learning Club * NBPTS	1.8 Teacher initiates and develops educational projects and programs Ie. * School Level Projects * District Level Projects	
1.3 Teacher participates in professional organizations, leadership developing activities. Ie. * Content specific organizations * KEA * PDK	1.9 Teacher practices effective listening, conflict resolution, and group-facilitation skills as a team member. * I Team meetings * Committee Work * Department Meetings * Staff Meetings * ARC Meetings, Parent Conferences	
1.4 Teacher demonstrates effective written and oral communication. * evident during instruction * in written communication	1.10 Teacher knows and follows SBDM approved school plan and curriculum (SISI Standards 1 & 9) * SBDM Policies * CSIP Activities	

1.5	Contributes to the professional knowledge and expertise about teaching and learning	1.11	Teacher accepts performance of professional responsibilities consistent with job assignment including attendance, staff meetings, assigned supervision duties, committee meetings and other duties as assigned by immediate supervisor per Board policy. * Sign In Sheets * Minutes/Records
1.6	Teacher guides the continuous development of curriculum and instructional material. * Curriculum Committee Work * Development of units/lessons/ *Development of common assessment/Learning Checks *KDE committees	1.12	Adheres to the Professional Code of Ethics for Kentucky (Evaluation Plan pages 3-4, Kentucky Administrative Regulations, school and community goals.)
<i>Summary of Data: Considerations for growth (Standard 1)</i>			

STANDARD 2: Demonstrates Knowledge of Content <div> <input type="checkbox"/> Meets Standard <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Does Not Meet Standard <input type="checkbox"/> Exceeds Standard </div>	
<i>In the space below, provide evidence that illustrates the extent to which the teacher...</i>	
2.1 Communicates a breadth and depth of content knowledge across discipline(s) to be taught. (SISI 6.1a) Ie. *Evident in instruction *Analysis of student work	2.6 Plans lessons and develops instructional material that reflect knowledge of current constructs and principles of the discipline(s) being taught *Units *Lesson Plans *Instruction
2.2 Communicates a current and deep knowledge of discipline(s) to be taught (SISI 3.1d, 6.1d) Ie. Evident in * instruction * lesson plans * units * assessments * analysis of student work	2.7 Analyzes sources of factual information for accuracy.
2.3 Demonstrates a general knowledge that allows for integration of ideas and information across the disciplines (SISI 6.1d) Ie. Evident in *instruction *units *assessments *classroom environment *student products	2.8 Presents content in a manner that reflects sensitivity to a multicultural and global perspective. *Observation
2.4 Demonstrates an overall knowledge of one's discipline(s) that allows the teacher to teach to the students' ability levels and learning styles (SISI 3.1a) Ie. Evident in *lesson plans *units *assessments *instruction *classroom environment	2.9 Collaborates with teachers in other disciplines to analyze and structure cross-disciplinary approaches to instruction.
2.5 Connects content knowledge to real-world applications (SISI 2.1a, 2.1e) Ie. Evident in *essential questions *lesson plans/instruction *units *assessments *classroom environment	

Summary of Data: Considerations for growth (Standard 2)

STANDARD 3: Designs/Plans Instruction <div> <input type="checkbox"/> Meets Standard <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Does Not Meet Standard <input type="checkbox"/> Exceeds Standard </div>	
<i>In the space below, provide evidence that illustrates the extent to which the teacher...</i>	
3.1 Instruction is aligned with Kentucky's Learning goals, Core Content, Program of Studies, Academic Expectations and District's Curriculum Map	3.8 Includes regular and appropriate use of technologies to improve student learning. *smartboards, *computers, *lab equipment *power points, *encyclomedia,
3.2 Develops instruction that requires students to apply DOK knowledge, skills, and thinking processes. * Lesson Plans * Student Products	3.9 Develops and implements appropriate learning check assessments and uses results to provide feedback to students and reflection of their own work. * Lesson plans/activities following analysis of learning Checks & Course assessments.
3.3 Integrates skills, thinking process & learning experiences that challenge, motivate and actively involve the learner in a real world application. * DOK 3 & 4 level questions, assignments, instructional activities, assessments.	3.10 Secures and uses a variety of appropriate school and community resources to support learning. <i>(SISI 5.31a)</i>
3.4 Creates and utilizes learning and learning experiences that challenge, motivate, and actively involve the learner. * Lesson Plans * Units	3.11 Develops and incorporates high level learning experiences that encourage students to be adaptable, flexible, resourceful, and creative. * Learning Styles * DOK 3 & 4 activities, questions assessments
3.5 Develops effective and varied instructional strategies that are developmentally appropriate for learners. (CSIP & SBDM Policy) * Evident in length of time per activity * Lesson Plans notes types of strategies used * Silver & Strong, Marzano, Everyday Math, SFA, other research based strategies.	3.12 Uses knowledge and assessment data from past teaching experiences to impact instructional challenges. * Learning checks * Course assessments * CATS, GRADE, DIBELS * Learning Styles/Task Rotation Strategies
3.6 Aligns instructional strategies to meet the changing needs of diverse student population and addresses various learning approaches and styles. * Task Rotation (S&S) * House Model Units of study (S&S)	3.13 Uses homework to extend school learning and reinforce classroom instruction. <i>(SISI 3.1h)</i>
3.7 Arranges the physical classroom environment to support grade appropriate and age appropriate types of teaching and learning that are to occur. Displays current quality work, essential questions posted, interactive word walls)	3.14 Provide remediation and growth opportunities for all students. * ESS referrals * Homework * Extensions for gifted * Uses I.E.P. as written for accommodations

Summary of Data: Considerations for growth (Standard 3)

STANDARD 4: Creates/Maintains Learning Environment

☐ Meets Standard
☐ Needs Improvement
☐ Does Not Meet Standard
☐ Exceeds Standard

In the space below, provide evidence that illustrates the extent to which the teacher...

<p>4.1 Communicates with and challenges students in a supportive manner and provides students with constructive feedback. (SISI 2.1e)</p> <ul style="list-style-type: none"> *Learning Checks shared with students P-12, *Classroom assessment scoring a 3 shared with students. * Portfolio Conferencing * Math mentors/Pals * District Writing Plan * SFA Hot List * Mid-term Progress Report *Conferencing. 	<p>4.7 Uses a variety of classroom management techniques that foster individual responsibility and cooperation.</p> <ul style="list-style-type: none"> *SFA Peace Path, *Getting along together-Harry Wong
<p>4.2 Maintains positive classroom interaction by establishing appropriate expectations during group activities. (SISI 4.1a)</p> <ul style="list-style-type: none"> *Rubric *Knowing Core Content *POS *Essential Questions, *Prior Knowledge and Connections to real life *Class rules *Adhering to school rules of discipline. 	<p>4.8 Analyzes and changes the classroom to accommodate a variety of instructional strategies.</p> <ul style="list-style-type: none"> *Data Driven/ *Learning Check *Learning Styles *Rubrics, *Primary-20MinuteActivities, *single student & cooperative groups,
<p>4.3 Shows consistent sensitivity to individuals and responds to students objectively.</p> <ul style="list-style-type: none"> *Questions randomly, males & females equally. 	<p>4.9 Works with colleagues to develop an effective learning climate within the school.</p> <ul style="list-style-type: none"> * Learning Club * Family Meetings * Committee Work * Math Mentors * Portfolio Conferencing.
<p>4.4 Shows flexibility and creativity in the development of classroom processes and instructional procedures. (SISI 4.1c)</p> <ul style="list-style-type: none"> *Inductive Learning (SS) * Task Rotation (SS) * Graphic Organizer,(teacher made/student made) * Hooks 	<p>4.10 Provides students with models of student work with clear expectations. (SISI 2.1f)</p> <ul style="list-style-type: none"> * Word Walls that are frequently used * Exemplary student work posted * Models of student assessment rubrics * Essential Question * graphic organizers used * Core Content/P.O.S.
<p>4.5 Encourages and supports individual and group inquiry.</p> <ul style="list-style-type: none"> * The art of questioning (SS)- * Big 6 	

Summary of Data: Considerations for growth (Standard 4)

STANDARD 5: Implements/Manages Instruction

☐ Meets Standard
☐ Needs Improvement
☐ Does Not Meet Standard
☐ Exceeds Standard

In the space below, provide evidence that illustrates the extent to which the teacher...

5.1 Communicates specific goals and high expectations for learning. * Learning clubs * Rubrics * Class syllabus * Wall charts * Lesson plans	5.8 Manages student examination of social issues relative to course content, possible responses, and associated consequences. *Interactive Lecture
5.2 Connects learning with students' prior knowledge, experiences and backgrounds, aspirations for future roles. * Career Planning * ILP * Post Secondary Connections.	5.9 Demonstrates interpersonal/team membership skills and supportive behavior with students in facilitating instruction. (SISI 4.1b, 5.1d) * SFA Team * Observations
5.3 Models/demonstrates the skills, concepts, attributes, and/or thinking process to be learned. * RCAP(E) * Think aloud * SFA (Success For All) * EDM (Everyday Math) * examples and non-examples * DOK 2,3,4	5.10 Presents differing viewpoints when integrating knowledge and experiences across disciplines. * Reading for Meaning * Compare/Contrast * Lesson/Unit Plans
5.4 Uses and develops multiple teaching/learning strategies that are appropriate to student developmental levels and actively engages students in individual and cooperative learning experiences. (SISI 3.1a, 3.1c) * SPED * Block * EDM * Read 180	5.11 Makes effective use of media and technologies. * Smart/Active Board * Encyclomedia * Internet Research * Graphing Calculators * Probes
5.5 Provides opportunities for students to increase their knowledge of cultural similarities and differences. * SFA * Think-Plan-Share, * Lesson Plans & Unit Plans * Curriculum Maps.	5.12 Makes efficient use of physical, human resources, and time, including personal attendance & punctuality. (SISI 8.1d) *Harry Wong *Bell Ringer first 10 mins. *Schedule posted *Environment-quiet space
5.6 Stimulates students to reflect on their own ideas and those of others. * Big 6 * KELP	5.13 Provides opportunities for students to use and practice what is learned, including expanding opportunities. (SISI 8.1f) * Writing with learning logs,

<ul style="list-style-type: none"> * Portfolios * Learning Logs * Writing Workshop * Entrance & Exit Slip. 	<ul style="list-style-type: none"> * Practice Problems in math * ESS Referrals
<p>5.7 Uses appropriate questioning strategies to help students solve problems and think critically.</p> <ul style="list-style-type: none"> * Uses appropriate DOK 2/3/4 * Think/Pair/Share * Art of Questioning 	<p>5.14 Identifies student misconceptions; provides guidance; and offers students timely feedback toward expectations. (SISI 2.1e)</p> <ul style="list-style-type: none"> * Art of Questioning * Getting to at the First and at the End * Marker Papers * Student Work Samples * Conference Notes (CASL).
<p><i>Summary of Data: Considerations for growth (Standard 5)</i></p>	

STANDARD 6: Assesses and Communicates Learning Results

☐ Meets Standard
☐ Needs Improvement
☐ Does Not Meet Standard
☐ Exceeds Standard

In the space below, provide evidence that illustrates the extent to which the teacher...

6.1 Selects and uses appropriate assessments. (SISI 2.1a, 2.1e) *Multiple Choice/Open Response contains DOK Levels *Resemble State Assessment/Standards Based *Grade level appropriate assessments *Evidenced by units/lesson plans	6.5 Collects and analyzes assessment data and maintains up- to-date records of student progress, using technologies as appropriate. *Monthly assessment monitoring/use of tool *Data analysis participation to identify curriculum gaps
6.2 Makes appropriate provisions for assessment processes that address social, cultural, and physical diversity. *Modifications evidenced by lesson plans, units of study, work samples *Evidenced by assessments	6.6 Regularly communicates expectations, criteria for assessment, student progress, and student strengths and weaknesses to parents and students. (SISI 4.1g) *Through modeling responses *Evidence of student feedback *Parent conference documentation *School Report Card *Open House documentation
6.3 Assesses student performance using the established criteria and scoring guides consistent with Kentucky's assessment program. (SISI 3.1b) *Use of General Scoring Guide or Teacher made rubrics consistent with Kentucky Scoring Guide	6.7 Develops valid assessments and scoring guides in collaboration. (SISI 2.1b, 2.1c) * Through Learning Clubs *Collaboratively with I Team *With content department/grade level teachers *With administrators
6.4 Provides opportunities for students to assess and improve their performance based on prior assessment results. *Evidence of self/peer/group scoring	

Summary of Data: Considerations for growth (Standard 6)

STANDARD 7: Reflects/Evaluates Teaching/Learning

☐ Meets Standard
☐ Does Not Meet Standard
☐ Needs Improvement
☐ Exceeds Standard

<p>7.1 Teacher assesses instruction through formal and informal measures to provide checkpoints for effectiveness of instruction which guides and directs subsequent instruction.</p> <p> *Learning Checks *Anecdotal Records *Observations *Homework *Running Records *Projects *Assessments </p>	<p>7.4 Teachers modify instruction based on assessments of student learning.</p> <p> *Uses Learning Checks results *Reteaching content/skills not mastered *Formal assessments </p>
<p>7.2 Teacher makes appropriate changes to instruction based upon feedback, reflection, and assessment results. (SISI 3.1g, 2.1b)</p> <p> *Student questionnaires *Exit Slips *Student Performance Data(formative assessments & summative) </p>	<p>7.5 Teacher reflects upon all teaching activities and modifies instruction based on those reflections of teaching experiences.</p> <p> * Re-teaching with different approach * Lesson Plan Notes * Unit Revisions * Learning Clubs * Principal/Teacher Conferences </p>
<p>7.3 Teacher assesses programs/curricula; proposes appropriate recommendations and needed adjustments.</p> <p> * Communicates/Serves on Curriculum Committee * SBDM Curriculum Policy Input * Textbook Committee * Department Meetings </p>	<p>7.6 Teacher assesses programs & curricula using national and/or state standards and gathers information necessary to formulate the appropriate recommendations and needed adjustments.</p> <p> * Department meetings * Learning Clubs </p>
<p><i>Summary of Data: Considerations for growth (Standard 7)</i></p>	

STANDARD 8: Collaborates with Colleagues/Parents/Others

☐ Meets Standard
☐ Needs Improvement
☐ Does Not Meet Standard
☐ Exceeds Standard

In the space below, provide evidence that illustrates the extent to which the teacher...

<p>8.1 Initiates collaboration with others and creates situations where collaboration with others will enhance student learning.</p> <ul style="list-style-type: none"> *Solicits assistance from I Team contact *Letters/Notes/e-mails *Observations *Referrals for ESS, SPED, FRYSC, *Learning Club Agendas 	<p>8.6 Recognizes and responds appropriately to differences in abilities, contributions, and social/cultural backgrounds and learning styles.</p> <ul style="list-style-type: none"> *Lesson plans indicating a variety of strategies and activities used to address students' diverse needs & backgrounds. *Task Rotation lessons addressing learning styles *Notes/written reflections of responses to differences. *Collaborates with counselors, SPED staff, other teachers
<p>8.2 Discusses with parents, students and others the purpose and scope of the collaborative effort.</p> <ul style="list-style-type: none"> * Written description of collaborative effort *Copy of IEP/SBAR conf. Summary (w/confidential info. deleted) 	<p>8.7 Invites colleagues, parents, community representatives, and others to help design and implement collaborative instructional projects. (SISI 5.1a)</p> <ul style="list-style-type: none"> *Letters/notes/e-mails to colleagues/parents/representatives outlining collaborative project *Copies of grant proposals *Committee work notes
<p>8.3 Articulates expectations for each collaborative event (e.g., time lines and responsibilities).</p>	<p>8.8 Analyzes previous collaborative experiences to improve future experiences.</p> <ul style="list-style-type: none"> *Written reflections/notes on previous experiences *Team teaching plans *Vertical alignment meetings *Learning Club agendas/notes
<p>8.4 Demonstrates productive leadership and team membership skills that facilitate the development of mutually beneficial goals (e.g., issue and conflict resolution).</p> <ul style="list-style-type: none"> *Written agreements with signatures showing a collaborative *Learning Club notes, parent conf. Notes, PTO Comm. Reports * Agendas/minutes showing SBDM council, committee, team meetings participation 	<p>8.9 Assesses students' special needs and collaborates with school services and community agencies to meet those in need. (SISI 4.1c, 4.1b, 5.1d)</p> <ul style="list-style-type: none"> *Notes/plans to meet special needs *Copies of letters requesting services or assistance from agencies *Copies of responses from school personnel or community agencies *Copies of referral/requests for assistance from agencies for students.(ESS, FRSC, SPED, Soc. Ser.)
<p>8.5 Secures and makes use of school and community resources that present differing viewpoints.</p> <ul style="list-style-type: none"> *Copies of forms used to request and/or obtain resources *Lesson plans indicating guest speakers scheduled 	

Summary of Data: Considerations for growth (Standard 8)

STANDARD 9: Engages in Professional Development

☐ Meets Standard
☐ Needs Improvement
☐ Does Not Meet Standard
☐ Exceeds Standard

In the space below, provide evidence that illustrates the extent to which the teacher...

<p>9.1 Establishes priorities for professional growth.</p> <ul style="list-style-type: none"> * Through analysis of incoming students' most recent assessment results (KCCT, A.C.T., PLAN, EXPLORE, GRADE) * Through collaboration with immediate supervisor * Based upon CSIP, observations, PD Plan * Based upon self reflection and use of the District Cert. Personnel Evaluation Plan Standards 	<p>9.4 Applies to instruction and assessments the content and depth of knowledge, skills, and processes acquired through professional development.</p> <ul style="list-style-type: none"> *Evident in Lesson plans *In observations *Teacher made assessments
<p>9.2 Analyzes student performances to help identify professional development needs in an ongoing fashion through the use of formative assessments. (SISI 4.1e, 6.1c, 6.1f)</p> <ul style="list-style-type: none"> *Use of CASL *KCCT, CTBS, A..C.T., PLAN, EXPLORE, GRADE, *Unit Assessments *Learning Checks 	<p>9.5 Modifies own professional development plan to improve instructional performance and to promote student learning. (SISI 3.1d, 6.2c)</p> <ul style="list-style-type: none"> * student data analysis * formal & informal observations *self reflection
<p>9.3 Solicits input from others in the creation of individual professional development plans and actively pursues self- improvement through</p> <ul style="list-style-type: none"> * I Team Contacts * Collaboration with colleagues * Learning Club *Department & Faculty Meetings *Independent readings/School-wide book studies 	<p>9.6 Models research based teaching strategies to support student learning. (SISI 6.1d)</p> <ul style="list-style-type: none"> *Lesson plans indicate use of Silver/Strong Strategies, *Marzano's Nine Strategies *Brain Research, *Harry Wong, *Questions at DOK 1-4(Used in Course exams, Learning Checks and during instruction)

Summary of Data: Considerations for growth (Standard 9)

STANDARD 10: Technology

☐ Meets Standard
☐ Needs Improvement
☐ Does Not Meet Standard
☐ Exceeds Standard

In the space below, provide evidence that illustrates the extent to which the teacher...

10.1 Operates a multimedia computer and peripherals to install and use a variety of software.	10.9 Designs lessons that use technology to address diverse student needs and learning styles. *Incorporates Encyclomedia *Use of Power Point
10.2 Uses terminology related to computers and technology appropriately in written and verbal communication.	10.10 Practices equitable and legal use of computers and technology in professional activities.
10.3 Demonstrates knowledge of the use of technology in business, industry, and society.	10.11 Facilitates the lifelong learning of self and others through the use of technology.
10.4 Demonstrates basic knowledge of computer/peripheral parts and attends to simple connections and installations.	10.12 Explores, uses, and evaluates technology resources: software, applications, and related documentation.
10.5 Creates multimedia presentations using scanners, digital cameras, and video cameras.	10.13 Applies research-based instructional practices that use computers and other technology.
10.6 Uses the computer to do word processing, create databases and spreadsheets, access electronic mail and the internet, make presentations, and use other emerging technologies to enhance professional productivity and support instruction. (SISI 3.1e, 5.1b)	10.14 Uses computers and other technology for individual, small group, and large group learning. * Use of Smart/Active Board
10.7 Use computers and other technologies such as interactive instruction, audio/video conferencing, and other distance learning applications to enhance professional productivity and support instruction (SISI 3.1e, 5.1b)	10.15 Uses technology to support multiple assessment of student learning activities.
10.8 Requests and uses appropriate assistive and adaptive devices for students with special needs.	10.16 Instructs and supervises students in the ethical and legal use of technology.

Summary of Data: Considerations for growth (Standard 10)

STANDARD 11:		<input type="checkbox"/> Meets Standard <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Does Not Meet Standard <input type="checkbox"/> Exceeds Standard
11.1 The employee performs any other duties listed in the job description that are not reflected in the above standards.		
<i>Summary of Data: Considerations for growth (Standard 11)</i>		

Evaluatee Comments:

Evaluator Comments:

Number of
 "Meets Standard" ____
 Number of
 "Improvement
 Needed" ____

Number of "Does Not
 Meet" ____
 Number of "Exceeds
 Standard" ____

Improvement Plan Needed
 ____ YES
 ____ NO

Date for follow up of Corrective Action Plan or Growth Plan:

Evaluatee Signature: _____

Date: _____

Evaluator Signature: _____

Date: _____

(This summarizes all the evaluation data including formative data, such as formal and informal observations, products and performances, portfolio materials, professional development activities, conferences, work samples, reports developed, and other documentation.)

Ratings:	Meets Standard	Does Not Meet Standard	Improvement Needed	Exceeds Standard
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Individual professional growth plan will reflect a desire/need to acquire further knowledge/skills in the standard number(s) checked below:

Evaluatee's Comments:

Evaluator's Comments:

To be signed after all information above has been completed:

Evaluatee: ☐ Agree with this summative evaluation ☐ Disagree with this summative evaluation

Evaluatee Signature	Date	Evaluator Signature	Date
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Employment Recommendation to Central Office:

- ☐ Meets teacher standards for re-employment
☐ Does not meet teacher standards for re-employment

Any rating in the "Does Not Meet" column requires the development of an Individual Corrective Action Plan. Certified employees must make their appeals to this summative evaluation within the time frames, mandated in 704KAR3:345 sections 7.8.9 and the local district plan.

KNOX COUNTY SCHOOLS

Formative/Summative Instrument for Guidance Counselors

This form is to be used in the following ways: Please indicate how form is being used.

___ By the evaluator and evaluatee prior to developing the professional growth plan.

___ Formal Observation

___ As a summary of data collected such as observations, professional development activities, products, work samples, reports and performances of job duties as indicated in the job description.

Evaluatee: _____ Level: ☐ Elementary ☐ Middle ☐ High School

Evaluator: _____ Position: _____

Date of Conference: _____ Date of Observation: _____

School: _____

STANDARD 1: Program Management, Research, and Evaluation

The school counselor develops a process and procedure for planning, implementation, and evaluation of a comprehensive developmental program of guidance and counseling. This program should be developed with faculty, staff, administrators, students, parents, school councils, school boards, and community members. It is based on needs assessment, formative evaluation and summative evaluation.

___ Meets Standard
___ Needs Improvement
___ Does Not Meet Standard
___ Exceeds Standard

In the space below, provide evidence that illustrates the extent to which the counselor understands and knows how to:

1.1 Define needs and priorities.	1.4 Organize personnel, physical resources, and activities to accomplish needs, priorities and objectives specified by school plans.
1.2 Determine objectives.	1.5 Evaluate the program to assure its contribution to the school's mission and goals.
1.3 Communicate with the stakeholders, including school councils, about the design, importance, and effectiveness of the program.	1.6 Use information systems and technology

Explanation of strengths and opportunities:

Considerations for Professional Growth Plan (Standard 1):

STANDARD 2: Developmental Guidance Curriculum

The school counselor provides a developmental, preventive guidance program to all students within the school.

☐ Meets Standard
☐ Needs Improvement
☐ Does Not Meet Standard
☐ Exceeds Standard

In the space below, provide evidence that illustrates the extent to which the counselor understands and knows how to:

2.1 Assess the developmental need of students.	2.6 Guide individuals and groups of students through the development of educational and career plans.
2.2 Address academic expectations and school-to-work initiatives.	2.7 Provide guidance for maximizing personal growth and development.
2.3 Prepare students for successful transitions.	2.8 Teach the school developmental guidance curriculum.
2.4 Evaluate the results of the curriculum's impact (i.e., drug, alcohol, character, sexual involvement)	2.9 Assist teachers in the teaching of the guidance curriculum.
2.5 Modify the curriculum as needed to continually meet the needs of students.	2.10 Share advances in curriculum and instruction with all stakeholders to promote improvement in instruction, student achievement, and healthy lifestyles.

Explanation of strengths and opportunities:

Considerations for Professional Growth Plan (Standard 2):

STANDARD 3: Individual/Small Group Counseling

The school counselor uses short term individual counseling and structured as well as unstructured small group counseling to address mental, physical, and emotional barriers to learning and to help each child learn at high levels.

☐ Meets Standard
☐ Needs Improvement
☐ Does Not Meet Standard
☐ Exceeds Standard

In the space below, provide evidence that illustrates the extent to which the counselor understands and knows how to:

3.1 Provide a safe, confidential setting in which students present their needs and concerns.	3.6 Utilize assessment tools, individual planning skills and counseling to facilitate informed choices (aptitude, interest, learning styles, academics, and careers).
3.2 Promote wellness.	3.7 Intervene in problem/conflict situations and conduct follow-up sessions.
3.3 Respond to crises.	3.8 Respect and nurture the uniqueness of each student.
3.4 Communicate empathy and understanding.	3.9 Mediate classroom and student conflict.
3.5 Utilize a broad range of techniques and accepted theories appropriate to school counseling.	3.10 Empower students to develop and use their resources.

Explanation (Strengths/ Opportunities):

Considerations for Professional Growth Plan (Standard 3):

STANDARD 4: Consultation/Collaboration

The school counselor functions in a cooperative process to assist others to effectively meet the needs of students. Through consultation the school counselor advocates for students.

___ Meets Standard
___ Needs Improvement
___ Does Not Meet Standard
___ Exceeds Standard

In the space below, provide evidence that illustrates the extent to which the counselor understands and knows how to:

4.1	Consult with parents, faculty, staff, administrators, and others to enhance their work with students.	4.6	Interact with school councils, school boards, Family Resource/Youth Service Center Advisory Councils, and/or school committees.
4.2	Interpret relevant information concerning the developmental needs of students.	4.7	Facilitate successful communication between and among teachers, parents, teacher and students.
4.3	Reduce barriers to student learning through direct referred services.	4.8	Work with teachers and administrators relevant to behavior management to promote and support intervention strategies.
4.4	Facilitate successful communication between and among teachers, parents, teacher and students.	4.9	Consult with external community and professional resources.
4.5	Work with teachers to provide support for students in a crisis situation.		

Considerations for Individual Growth Plan (Standard 4):

STANDARD 5: Coordination

The school counselor functions as a coordinator in bringing together people and resources in the school, the community, and the district for the fullest academic, career, personal, and social development of the students.

___ Meets Standard
___ Needs Improvement
___ Does Not Meet Standard
___ Exceeds Standard

STANDARD 7: Adheres to Professional Standards

The school counselor is a professional who acts within legal and ethical guidelines to accomplish educational purposes.

___ Meets Standard
___ Improvement Needed
___ Does Not Meet Standard
___ Exceeds Standard

In the space below, provide evidence that illustrates the extent to which the counselor understands and knows how to:

7.1	Adhere to professional codes of ethics of American Counseling Association, American School Counseling Association, and the Code of Ethics adopted by the Kentucky Education Professional Standards Board. (Evaluation Plan pages 3-4)	7.4	Act in a role that clearly distinguishes him or her from any professional who administers disciplinary action.
7.2	Adhere to federal/ state laws and regulations related to education and child protection.	7.5	Acknowledgeable of the position statements of the American School Counselor Association.
7.3	Be responsible for the on-going professional development.	7.6	Identify activities that would be in conflict with the primary role of the school counselor and to advocate for the best practices of the profession.

Explanation (Strengths/Opportunities):

Considerations for Professional Growth Plan (Standard 7):

STANDARD 8: Demonstrates Professional Leadership

The school counselor provides professional leadership within the school, community, and education profession to improve student learning and well-being.

___ Meets Standard

___ Needs Improvement

___ Does Not Meet Standard

___ Exceeds Standard

In the space below, provide evidence that illustrates the extent to which the counselor understands and knows how to:

8.1	Build positive relationships within and between school and community.	8.7	Initiates and develops educational projects and programs.
8.2	Promote leadership potential in colleagues.	8.8	Practice effective listening, conflict resolution, and group-facilitation skills as a team member.
8.3	Participate in professional organizations and activities.	8.9	Present program in a manner that reflects sensitivity to a multicultural and global perspective.
8.4	Write and speak effectively.	8.10	Write for publication, present at conferences and provide professional development
8.5	Guides the development of curriculum and instructional materials.	8.11	Work with colleagues to administer an effective learning climate within the school.
8.6	Participate in policy design and development at the local school, within professional organizations with educationally related activities.	8.12	Makes efficient use of physical and human resources and time, including personal attendance and punctuality. (SISI 8.1d)

Explanation (Strengths/Opportunities):

Considerations for Individual Growth Plan (Standard 8):

STANDARD 9: Engages in Professional Development

The school counselor evaluates his or her own overall performance in relation to Kentucky's learner goals and implements a professional development plan.

___ Meets Standard
___ Needs Improvement
___ Does Not Meet Standard
___ Exceeds Standard

In the space below, provide evidence that illustrates the extent to which the counselor understands and knows how to:

9.1 Establish priorities for professional growth.	9.4 Implement knowledge and skills acquired through on-going professional development.
9.2 Analyze student performance to help identify professional development needs.	9.5 Modify own professional development plan to improve plan to improve performance and to promote student learning.
9.3 Solicit input from others in the creation of individual professional development plans.	

Explanation (Strengths/Opportunities):

Considerations for Professional Growth Plan (Standard 9):

STANDARD 10: Technology		<input type="checkbox"/> Meets Standard <input type="checkbox"/> Improvement Needed <input type="checkbox"/> Does Not Meet Standard <input type="checkbox"/> Exceeds Standard
10.1	Operates a multimedia computer and peripherals to use a variety of software (Office'97, Excel, e-mail, internet)	10.5 Facilitates the lifelong learning of self and others through the use of technology (e.g., professional growth plans, training provisions, attendance at technology training)
10.2	Uses the computer to do word processing, create spreadsheets, access electronic mail and the internet, and use other emerging technologies to enhance professional productivity and support instruction (e.g., newsletters, data analysis, budgets, templates for performance evaluation documentation and professional growth)	10.6 Demonstrates knowledge of the use of technology in business, industry, and society (e.g., Power Point presentations, budget spreadsheets, use of e-mail)
10.3	Uses terminology related to computers and technology appropriately in written and verbal communication (e.g., SBDM minutes, newsletters, e-mail responses)	10.7 Ensures appropriate research-based instructional practices related to the integration of technology are included in the school's instructional program (e.g., classroom observations, walk-throughs, professional growth plans)
10.4	Follows Board policy, laws and regulations in the use of computers and technology in both professional and personal activities.	10.8 Obtains, promotes, and supports technology resources to develop technology skills of students and staff
<i>Explanation (Strengths/Opportunities):</i> 		
<i>Considerations for Professional Growth Plan (Standard 10):</i>		
STANDARD 11:		
11.1	The employee performs any other duties listed in the job description that are not reflected in the above standards.	<input type="checkbox"/> Meets Standard <input type="checkbox"/> Improvement Needed <input type="checkbox"/> Does Not Meet Standard <input type="checkbox"/> Exceeds Standard
<i>Explanations of strengths and opportunities:</i> 		
<i>Considerations for Professional Growth Plan (Standard 11)</i>		

Evaluatee Comments:

Evaluator Comments:

Number of "Meets Standard" ____
Number of
"Improvement Needed" ____

Number of "Does Not Meet" ____
Number of "Exceeds Standard" ____

Improvement Plan Needed ☐ Yes ☐ No

Date for follow up of Improvement Plan: _____

Evaluatee Signature: _____

Date: _____

Evaluator Signature: _____

Date: _____

KNOX COUNTY SCHOOLS

SUMMATIVE EVALUATION FOR GUIDANCE COUNSELORS

(This summarizes all the evaluation data including formative data, products and performances, portfolio materials, professional development activities, conferences, work samples, reports developed, and other documentation.)
The immediate supervisor is designated as the primary evaluator.)

Evaluatee _____ Position _____

Evaluator _____ Position _____

School/Work Site _____

Date(s) of Observation(s) _____

Date(s) of Conferences _____

Guidance Counselor Standards:

Ratings: **Meets Standard** **Improvement Needed** **Does Not Meet Standard** **Exceeds Standard**

1.	Program Management, Research, Evaluation				
2.	Developmental Guidance Curriculum				
3.	Individual and Small Group Counseling				
4.	Consultation/Collaboration				
5.	Coordination				
6.	Assessment				
7.	Adheres to Professional Standards				
8.	Demonstrates Professional Leadership				
9.	Engages in Professional Development				
10.	Technology				
11.	Employee performs any other duties listed in the job description that are not reflected in the above standards.				
Overall Rating					

Individual professional growth plan reflects a desire/need to acquire further knowledge/skills in the standard number(s) checked below:

1. ____ 2. ____ 3. ____ 4. ____ 5. ____ 6. ____ 7. ____ 8. ____ 9. ____ 10. ____ 11. ____

Evaluatee's Comments:

Evaluator's Comments:

To be signed after all information above has been completed:

Evaluatee: _____ Agree with this summative evaluation _____ Disagree with this summative evaluation

_____ Evaluatee Signature	_____ Date	_____ Evaluator Signature (Immediate Supervisor)	_____ Date
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Employment Recommendation to Central Office:

_____ Meets administrator standards for re-employment

_____ Does not meet administrator standards for re-employment

Any rating in the "Not Satisfactory" column requires the development of an Individual Corrective Action Plan.

Certified employees must make their appeals to this summative evaluation within the time frames, mandated in 704KAR3:345 sections 7,8,9 and the local district plan.

A copy of the Summative Evaluation has been given to the Evaluatee 704KAR5:345 4(2)(m).

KNOX COUNTY SCHOOLS

Formative/Summative Instrument for School Psychologists

This form is to be used in the following ways: Please indicate how form is being used.

___ By the evaluator and evaluatee prior to developing the professional growth plan.

___ Formal Observation

___ As a summary of data collected such as observations, professional development activities, products, work samples, reports, & performances of job duties as indicated in the job description.

Evaluatee: _____ Level: ☐ Elementary ☐ Middle ☐ High School

Evaluator: _____ Position: _____

Date of Conference: _____ Date of Observation: _____

School: _____

STANDARD 1: Program Management, Research, and Evaluation

The school psychologist develops a process and procedure for planning, implementation, and evaluation of a comprehensive developmental program of guidance and counseling. This program should be developed with faculty, staff, administrators, students, parents, school councils, school boards, and community members. It is based on needs assessment, formative evaluation and summative evaluation.

___ Meets Standard

___ Improvement Needed

___ Does Not Meet Standard

___ Exceeds Standard

In the space below, provide evidence that illustrates the extent to which the counselor understands and knows how to:

1.1 Define needs and priorities.	1.4 Organize personnel, physical resources, and activities to accomplish needs, priorities and objectives specified by school plans.
1.2 Determine objectives.	1.5 Evaluate the program to assure its contribution to the school's mission and goals.
1.3 Communicate with the stakeholders, including school councils, about the design, importance, and effectiveness of the program.	1.6 Use information systems and technology.

Explanation (Strengths/ Opportunities):

Considerations for Professional Growth Plan (Standard I):

STANDARD 2: Developmental Guidance Curriculum

The school psychologist provides a developmental, preventive guidance program to all students within the school.

☐ Meets Standard
☐ Improvement Needed
☐ Does Not Meet Standard
☐ Exceeds Standard

In the space below, provide evidence that illustrates the extent to which the counselor understands and knows how to:

2.1 Assess the developmental need of students.	2.6 Guide individuals and groups of students through the development of educational and/or career plans.
2.2 Address academic expectations and school-to-work initiatives.	2.7 Provide guidance for maximizing personal growth and development.
2.3 Prepare students for successful transitions.	2.8 Assist in the design and delivery of curriculum to help students develop behaviors that support effective learning (study skills, self-regulation, self-monitoring, time management, etc.)
2.4 Assist in facilitating and implementing a variety of research-based instructional methods to enhance student learning.	2.9 Share advance in curriculum and instruction with all stakeholders to promote improvement in instruction, student achievement, and healthy lifestyles.
2.5 Assist teachers with curriculum modification as needed to continually meet the needs of students.	2.10 Share advances in curriculum and instruction with all stakeholders to promote improvement in instruction, student achievement, and healthy lifestyles.

Explanation (Strengths/ Opportunities):

Considerations for Individual Growth Plan (Standard 2):

STANDARD 3: Individual/Small Group Counseling

The school psychologist uses short term individual counseling and structured as well as unstructured small group counseling to address mental, physical, and emotional barriers to learning and to help each child learn at high levels.

☐ Meets Standard
☐ Improvement Needed
☐ Does Not Meet Standard
☐ Exceeds Standard

In the space below, provide evidence that illustrates the extent to which the counselor understands and knows how to:

3.1 Provide a safe, confidential setting in which students present their needs and concerns.	3.6 Utilize assessment tools, individual planning skills and counseling to facilitate informed choices (aptitude, interest, learning styles, academics, and careers).
3.2 Promote wellness.	3.7 Intervene in problem/conflict situations and conduct follow-up sessions.
3.3 Respond to crises.	3.8 Respect and nurture the uniqueness of each student.
3.4 Communicate empathy and understanding.	3.9 Mediate classroom and student conflict.
3.5 Utilize a broad range of techniques and accepted theories appropriate to school counseling.	3.10 Empower students to develop and use their resources.

Explanation (Strengths/Opportunities):

Considerations for Professional Growth Plan (Standard 3):

STANDARD 4: Consultation/Collaboration

The school psychologist functions in a cooperative process to assist others to effectively meet the needs of students. Through consultation the school counselor advocates for students.

___ Meets Standard
___ Improvement Needed
___ Does Not Meet Standard
___ Exceeds Standard

In the space below, provide evidence that illustrates the extent to which the counselor understands and knows how to:

4.1	Consult with parents, faculty, staff, administrators, and others to enhance their work with students.	4.6	Interact with school councils, school boards, Family Resource/Youth Service Center Advisory Councils, and/or school committees.
4.2	Interpret relevant information concerning the developmental needs of students.	4.7	Facilitate successful communication between and among teachers, parents, teacher and students.
4.3	Reduce barriers to student learning through direct referred services.	4.8	Work with teachers and administrators relevant to behavior management to promote and support intervention strategies.
4.4	Facilitate successful communication between and among teachers, parents, teacher and students.	4.9	Consult with external community and professional resources.
4.5	Work with teachers to provide support for students in a crisis situation.		

Explanation (Strengths/Opportunities):

Considerations for Individual Growth Plan (Standard 4):

STANDARD 5: Coordination

The school psychologist functions as a coordinator in bringing together people and resources in the school, the community, and the district for the fullest academic, career, personal, and social development of the students.

___ Meets Standard
___ Improvement Needed
___ Does Not Meet Standard
___ Exceeds Standard

In the space below, provide evidence that illustrates the extent to which the counselor understands and knows how to:

5.1	Coordinate with school and community personnel, including school councils, to provide resources for students.	5.4	Maintain cooperative working relationships with community resources.
-----	---	-----	--

7.1	Adhere to professional codes of ethics of American Counseling Association, American School Counseling Association, and the Code of Ethics adopted by the Kentucky Education Professional Standards Board. (Evaluation Plan pages 3-4)	7.4	Act in a role that clearly distinguishes him or her from any professional who administers disciplinary action.
7.2	Adhere to federal/ state laws and regulations related to education and child protection.	7.5	Acknowledgeable of the position statements of the American School Counselor Association.
7.3	Be responsible for the on-going professional development.	7.6	Identify activities that would be in conflict with the primary role of the school counselor and to advocate for the best practices of the profession.
<i>Explanation (Strengths/Opportunities):</i>			
<i>Considerations for Professional Growth Plan (Standard 7):</i>			

STANDARD 8: Demonstrates Professional Leadership

The school psychologist provides professional leadership within the school, community, and education profession to improve student learning and well-being.

☐ Meets Standard
☐ Improvement Needed
☐ Does Not Meet Standard
☐ Exceeds Standard

In the space below, provide evidence that illustrates the extent to which the counselor understands and knows how to:

8.1	Build positive relationships within and between school and community.	8.7	Initiates and develops educational projects and programs.
8.2	Promote leadership potential in colleagues.	8.8	Practice effective listening, conflict resolution, and group-facilitation skills as a team member.
8.3	Participate in professional organizations and activities.	8.9	Present program in a manner that reflects sensitivity to a multicultural and global perspective.
8.4	Write and speak effectively.	8.10	Write for publication, present at conferences and provide professional development
8.5	Participation in the development of curriculum and instructional materials.	8.11	Work with colleagues to administer an effective learning climate within the school.
8.6	Participate in policy design and development at the local school, within professional organizations with educationally related activities.	8.12	Makes efficient use of physical and human resources and time, including personal attendance and punctuality. (SISI 8.1d)

Explanation (Strengths/Opportunities):

Considerations for Individual Growth Plan (Standard 8):

STANDARD 9: Engages in Professional Development

The school psychologist evaluates his or her own overall performance in relation to Kentucky's learner goals and implements a professional development plan.

☐ Meets Standard
☐ Improvement Needed
☐ Does Not Meet Standard
☐ Exceeds Standard

In the space below, provide evidence that illustrates the extent to which the counselor understands and knows how to:

9.1	Establish priorities for professional growth.	9.4	Implement knowledge and skills acquired through on-going professional development.
9.2	Analyze student performance to help identify professional development needs.	9.5	Modify own professional development plan to improve plan to improve performance and to promote student learning.
9.3	Solicit input from others in the creation of individual professional development plans.		

Explanation (Strengths/Opportunities):

Considerations for Professional Growth Plan (Standard 9):

STANDARD 10: Technology		<input type="checkbox"/> Meets Standard <input type="checkbox"/> Improvement Needed <input type="checkbox"/> Does Not Meet Standard <input type="checkbox"/> Exceeds Standard
10.1 Operates a multimedia computer and peripherals to use a variety of software (Office'97, Excel, e-mail, internet)	10.5 Facilitates the lifelong learning of self and others through the use of technology (e.g., professional growth plans, training provisions, attendance at technology training)	
10.2 Uses the computer to do word processing, create spreadsheets, access electronic mail and the internet, and use other emerging technologies to enhance professional productivity and support instruction (e.g., newsletters, data analysis, budgets, templates for performance evaluation documentation and professional growth)	10.6 Demonstrates knowledge of the use of technology in business, industry, and society (e.g., Power Point presentations, budget spreadsheets, use of e-mail)	
10.3 Uses terminology related to computers and technology appropriately in written and verbal communication (e.g., SBDM minutes, newsletters, e-mail responses)	10.7 Ensures appropriate research-based instructional practices related to the integration of technology are included in the school's instructional program (e.g., classroom observations, walk-throughs, professional growth plans)	
10.4 Follows Board policy, laws and regulations in the use of computers and technology in both professional and personal activities.	10.8 Obtains, promotes, and supports technology resources to develop technology skills of students and staff	
Explanation (Strengths/Opportunities): 		
Considerations for Professional Growth Plan (Standard 10): 		

☐ Meets Standard
☐ Improvement Needed
☐ Does Not Meet Standard
☐ Exceeds Standard

10.1	Operates a multimedia computer and peripherals to use a variety of software (Office'97, Excel, e-mail, internet)	10.5	Facilitates the lifelong learning of self and others through the use of technology (e.g., professional growth plans, training provisions, attendance at technology training)
10.2	Uses the computer to do word processing, create spreadsheets, access electronic mail and the internet, and use other emerging technologies to enhance professional productivity and support instruction (e.g., newsletters, data analysis, budgets, templates for performance evaluation documentation and professional growth	10.6	Demonstrates knowledge of the use of technology in business, industry, and society (e.g., Power Point presentations, budget spreadsheets, use of e-mail)
10.3	Uses terminology related to computers and technology appropriately in written and verbal communication (e.g., SBDM minutes, newsletters, e-mail responses)	10.7	Ensures appropriate research-based instructional practices related to the integration of technology are included in the school's instructional program (e.g., classroom observations, walk-throughs, professional growth plans)
10.4	Follows Board policy, laws and regulations in the use of computers and technology in both professional and personal activities.	10.8	Obtains, promotes, and supports technology resources to develop technology skills of students and staff

Explanation (Strengths/Opportunities):

Considerations for Professional Growth Plan (Standard 10):

(This summarizes all the evaluation data including formative data, products and performances, portfolio materials, professional development activities, conferences, work samples, reports developed, and other documentation.)
The immediate supervisor is designated as the primary evaluator.

Evaluator _____ Position _____

Date(s) of Observation(s) _____

Date(s) of Conferences _____

School Psychologists Standards:		Ratings:	Meets Standard	Improvement Needed	Does Not Meet Standard	Exceeds Standard
1.	Program Management, Research, Evaluation					
2.	Developmental Guidance Curriculum					
3.	Individual and Small Group Counseling					
4.	Consultation/Collaboration					
5.	Coordination					
6.	Assessment					
7.	Adheres to Professional Standards					
8.	Demonstrates Professional Leadership					
9.	Engages in Professional Development					
10.	Technology					
11.	Employee performs any other duties listed in the job description that are not reflected in the above standards.					
Overall Rating						

1. ____ 2. ____ 3. ____ 4. ____ 5. ____ 6. ____ 7. ____ 8. ____ 9. ____ 10. ____ 11. ____

Evaluator's Comments:

Evaluatee: _____ Agree with this summative evaluation _____ Disagree with this summative evaluation

Employment Recommendation to Central Office:

Does not meet administrator standards for re-employment

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THE APPEALS PANEL

The evaluation appeals panel for certified staff shall consist of two (2) members elected by the certified staff of the district and one (1) member appointed by the board of education who is certified employee of the board. (Reference: KRS 156.101 and 704 KAR: 345). Each certified employee has the right to be nominated and to vote in the process. (Intern teachers are not fully certified until the end of the internship)

In the election of the appeals panel members, the persons receiving the first and second greatest number of votes shall be members of the appeals panel. The persons receiving the third and fourth greatest number of votes shall be designated as alternates. The board will also appoint an alternate. Release time shall be provided for panel members if the need to meet arises. Funding for panel expenses will be provided from the general fund.

The committee shall elect the chairperson of the panel for each appeal.

The length of term for an appeals panel member shall be two years. Panel members may be reelected for the position. The panel members shall assume their responsibilities as soon as the election results are announced. Elections shall be conducted and appointments made during the month of September.

The election shall be conducted by the District Contact Person using the following Criteria:

- Open Nomination

- Secret Ballot

- One person/one vote

- All certified employees given the opportunity to vote.

Panel Members may require training through the District Contact Person.

SELECTION PROCEDURES

Each school will nominate one person from the district roster of certified personnel.

Each school will submit the name of nominees to Central Office.

Ballots containing the names of school nominees will be prepared by Central Office and returned to school for voting.

Ballots will be returned to Central Office for tabulation.

Ballots will be submitted to a tabulation committee.

APPEALS/HEARINGS

Certified Personnel (03.18 AP.11)

PURPOSE

An Appeals Panel shall be established in accordance with KRS Chapter 156 and 704 KAR 3:345. This panel shall determine if the evaluation process and guidelines have been followed according to the District's evaluation plan and to ascertain whether the content of the summative evaluation is substantially correct or incorrect.

The burden of proof that an employee was not fairly and/or correctly evaluated on the summative evaluation rests with the employee who appeals to the Panel.

APPEALS

Pursuant to Board Policy 03.18, any certified employee who believes that she/he was not fairly evaluated on the summative evaluation may appeal to the Evaluation Appeals Panel in accordance with the following procedures:

1. Both the evaluatee and the evaluator shall submit three (3) copies of any appropriate documentation to be reviewed by members of the Appeals Panel in the presence of all three (3) members. The members of the Appeals Panel will be the only persons to review the documentation. All documentation will be located in a secure place in the Central Office except during Appeals Panel meetings. Confidentiality will be maintained. Copies of the documentation shall not be carried away from the established meeting by either parties involved or the Panel members.
2. The Panel will meet, review all documents, discuss, and prepare questions to be asked of each party by the Chairperson. Additional questions may be posed by panel members during the hearing.
3. The Panel will set the time and place for the hearing, and the Chairperson will provide written notification to the appealing employee and his/her evaluator of the date, time, and place to appear before the Panel to answer questions.
4. Legal counsel may be present during the hearing to represent either or both parties.
5. For official records, the hearing will be audiotaped and a copy provided to both parties if requested in writing.
6. Only Panel members, the evaluatee and evaluator, legal counsel, and the employee's chosen representative will be present at the hearing.
7. Witnesses may be presented, but will be called one at a time and will not be allowed to observe the proceedings.

APPEALS/HEARINGS

Certified Personnel (03.18 AP.11) (CONTINUED)

HEARINGS

The following procedures will be implemented during the hearings:

1. The Chairperson of the Appeals Panel will convene the hearing, review procedures, and clarify the panel's responsibilities.
2. Each party will be allowed to make a statement of claim. The evaluatee will begin.
3. The Panel may question the evaluatee and the evaluator.
4. The Chairperson may disallow materials and/or information to be presented or used in the hearing when she/he determines that such materials and/or information is not relevant to the appeal.
5. Each party (evaluator and evaluatee) will be asked to make closing remarks.
6. The Chairperson of the Panel will make closing remarks.
7. The decision of the Panel, after sufficiently reviewing all evidence, may include, but not be limited to, the following:
 - a. Upholding all parts of the original evaluation.
 - b. Voiding the original evaluation or parts of it.
 - c. Ordering a new evaluation by a second certified employee.
 - d. Removing the summative evaluation from the personnel file and placing a copy of the Panel's written findings in the file.
8. The Chairperson of the Panel shall present the Panel's decision to the evaluatee, evaluator, and the Superintendent within fifteen (15) working days of the review.
9. The Superintendent shall act on the recommendation(s) of the Panel.
10. The Superintendent's, the panel's recommendation, the Panel's recommendation, and the original summative evaluation form shall be placed in the employee's evaluation file. In the case of a new evaluation, both evaluations shall be included in the employee's personnel file.
11. The Panel's decision may be appealed to the Kentucky Board of Education based on grounds and procedures contained in statute and regulation.
12. Employees may file a grievance/communication if they believe they have been the subject of discrimination or for any other reason covered by applicable policy.

EVALUATION APPEAL FORM

Certified Personnel (3.18 AP .21)

INSTRUCTIONS

This form is to be used by certified employees who wish to appeal their performance evaluations to the Appeal Panel.

Employee 's Name _____		
Home Address _____		
Job Title	Building	Grade or Department

What specifically do you object to or why do you feel you were not fairly evaluated?

If additional space is needed, attach extra sheet.

Date you received the summative evaluation_____

Name of Evaluator_____ Date_____

I hereby give my consent for my evaluation records to be presented to the members of the Evaluation Appeal Panel for their study and review. I will appear before the Panel if requested.

Employee's Signature

Date

RELATED PROCEDURES:

0318 AP .11, 3.18 AP.12

Reviewed/Revised/7/18/98

Evaluation Appeals Process **(KRS 156.101 -- “Instructional Leader” Defined)**

Section 7 Department of Education shall visit school districts within the Commonwealth as needed to review and insure implementation of the evaluation system by the local school district. The department shall establish an appeals procedure for certified school employees for review of the judgmental conclusions of their personnel evaluations.

(704 KAR 3:345 -- Evaluation Guidelines)

Section 7 (1) Right to a hearing as to every appeal; and

Section 7 (2) Opportunity reasonably in advance of the hearing for the evaluator and the evaluatee to adequately review all documents that are to be presented to the evaluation appeals panel; and

Section 7 (3) Right to presence of evaluatee’s chosen representative.

Section 8 (1) The local board of education shall annually review the evaluation plan to ensure compliance with KRS 156.101 and these administrative regulations.

Section 8 (2) If substantive changes are made to the evaluation plan, the local board of education shall utilize the evaluation committee in formulating the revisions.

Section 8 (3) Examples of substantive change include:

- (a) Change in cycle
- (b) Observation frequency
- (c) Forms; and
- (d) Appeals procedures

Section 8 (4) Revisions to the plan shall be reviewed and approved by the local board of education and submitted to the Kentucky Board of Education for approval.

Section 9 (1) Any certified employee who feels that the local district is not properly implementing the evaluation plan according to the way it was approved by the Kentucky Board of Education shall have the opportunity to appeal to the Kentucky Board of Education.

Section 9 (2) The appeal procedures as follows:

- (a) The Kentucky Board of Education shall appoint a committee of three (3) state board members to serve on the State Evaluation Appeals Panel. Its jurisdiction shall be limited to procedural matters already addressed by the local appeals panel required by KRS 156.101 (10). The panel shall have no jurisdiction relative to complaints involving the professional judgmental conclusions of evaluations.
- (b) The certified employee shall submit a written request to the chief of state school officer for a hearing before the State Evaluation Appeals Panel. A specific description of the complaint and grounds for appeals shall be submitted with this request.
- (c) The State Evaluation Appeals Panel, or the Department of Education at its direction, shall review the complaint and investigate to determine if a hearing should be granted.
- (d) If a hearing is granted, all involved parties shall have the opportunity to speak before the appeals panel.
- (e) Any briefs, written statements, and other documents which a party wants to be considered by the State Evaluation Appeals Panel shall be filed with the panel and served on the opposing party at least ten (10) days prior to the scheduling hearing.
- (f) A decision of the appeals panel shall be rendered within fifteen (15) working days after the hearing.
- (g) A determination of noncompliance shall render the evaluation void, and the employee shall have the right to be reevaluated.

For further information, refer to 701 KAR 5:090 (Teacher Disciplinary Hearings) in the Appendix.

Must be requested prior to February 15.

THIRD PARTY OBSERVATION

Evaluatee

Evaluator

I do hereby request a third party observation by another teacher from my content area or by a curriculum content specialist.

Evaluatee Signature _____

Date received by Evaluator: _____

Third Party Observer: _____

Selected by: Consensus ☐ Evaluator Decision ☐

Evaluatee Signature

Date

Evaluator Signature

Date

704 KAR 3:345 Section 4 (2) (a) ... If requested by a teacher, observations by another teacher trained in the teacher's content area or by curriculum content specialists shall be provided. The selection of the third party observer shall, if possible, be determined through mutual agreement by evaluator and evaluatee. A teacher who exercises this option shall do so in writing to the evaluator, by no later than February 15 of the academic year in which the summative evaluation occurs. If the evaluator and evaluatee have not agreed upon the selection of the third party observer within five working days of the teacher's written request, the evaluator shall select the third party observer.

Instruction for Completing the Individual Corrective Action Plan

This plan is to be completed by the evaluator (with discussion and assistance from the evaluatee) as it relates to an inadequate or “does not meet” rating on any standard(s). The evaluator and the evaluatee must identify corrective action goals and objectives; procedures and activities designed to achieve the goals; and targeted dates for appraising the evaluatee’s improvement of the standard. It is the evaluator’s responsibility to document all actions taken to assist the evaluatee in improving his/her performance.

1. Standard No.

Identify the specific standard(s) from the Summative Evaluation Form that has a “does not meet” rating assigned.

2. Present Professional Development Stage

(Select the stage of professional development that best reflects the evaluatee’s level)

0 = Orientation/Awareness
A = Preparation/Application
I = Implementation/Management
R = Refinement/Impact

3. Growth/Objective(s) Goals

Growth objectives and goals must address the specific standard(s) rated as “does not meet” on the Summative Evaluation document. The evaluatee and the evaluator work closely to correct the identified weakness(es).

4. Procedures and Activities for Achieving Goal(s) and Objective(s)

Identify and design specific procedures and activities for the improvement of performance. Include support personnel, when appropriate.

5. Appraisal Method and Targeted Dates

List the specific target dates and appraisal methods used to determine improvement of performance. Exact documentation and record keeping of all actions must be provided to the evaluatee.

6. Documentation of all reviews, corrective actions, and the evaluator’s assistance must be provided periodically (as they occur) to the evaluatee

(Evaluators must follow the local district professional development growth and evaluation plan processes, and procedures for implementing an Individual Correction Action Plan.)

NOTICE OF DEFICIENCY IN EVALUATION STANDARDS

Employee _____ Position _____
Supervisor _____ Position _____
Date of Notice _____ School/Work Site _____

STANDARD:

PERFORMANCE CRITERIA:

Nature of Deficiency:

**Any notice of deficiency requires that a corrective action plan be completed.*

KNOX COUNTY SCHOOLS

Corrective Action Plan

Name _____ Date _____

Employee Work Station(s) _____

SUMMARY OF FINDINGS (*Be specific about changes to be made*):

GROWTH AREA # 1

Check Present Growth Stage for Each Objective

☐ Orientation/Awareness

☐ Implementation/Management

☐ Preparation/Application

☐ Refinement/Impact

Standard: ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11

OBJECTIVES

To increase student performance in the area _____
of _____

I will _____

and/or

To enhance student performance by completing (list product _____

I will _____

PROCEDURES AND ACTIVITIES

DESCRIPTION (WITH COMPLETION DATE)

Date for next formative observation:

- ☐ Meeting with Mentor
- ☐ Shadowing Other Professionals
- ☐ Coaching from Other Professionals
- ☐ Conducting Action Research
- ☐ Graduate Course
- ☐ District, State or National Workshop, Conference, or Seminar (*List*)
- ☐ Job-Embedded Learning (Reflective Change)
- ☐ Study Groups for Specific Learning Purpose
- ☐ Independent Reading (*List Book(s)*)
- ☐ Other

GROWTH AREA # 2

Indicate present growth stage for each standard to be addressed.

O= Orientation/Awareness

I=Implementation/Management

P= Preparation/Application

R=Refinement/Impact

Standard: ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11

PROCEDURES AND ACTIVITIES

DESCRIPTION (WITH COMPLETION DATE)

Date for next formative observation:

- ☐ Meeting with Mentor
- ☐ Shadowing Other Professionals
- ☐ Coaching from Other Professionals
- ☐ Conducting Action Research
- ☐ Graduate Course
- ☐ District, State or National Workshop, Conference, or Seminar (*List*)
- ☐ Job-Embedded Learning (Reflective Change)
- ☐ Study Groups for Specific Learning Purpose
- ☐ Independent Reading (*List Book(s)*)
- ☐ Other

Corrective Action Plan Developed	<input type="checkbox"/> Achieved; <input type="checkbox"/> Not Achieved
<div>Employee Signature _____</div> <div>Date _____</div>	<div>Employee Signature _____</div> <div>Date _____</div>
<div>Supervisor's Signature _____</div> <div>Date _____</div>	<div>Supervisor's Signature _____</div> <div>Date _____</div>

If necessary, use the back of this page for comments.

*It is recommended that the follow up formative observation be conducted within two months regarding this corrective action plan.

Evaluation

DEVELOPMENT OF SYSTEM

The Superintendent shall recommend for approval of the Board and the Kentucky Department of Education an evaluation system, developed by an evaluation committee, for all certified employees, which is in compliance with applicable statute and regulation.¹

PURPOSES

The purposes of the evaluation system shall be to: improve instruction, provide a measure of performance accountability to citizens, foster professional growth, and support individual personnel decisions.

NOTIFICATION

All certified school personnel shall be made aware no later than the end of the first month of reporting for employment for each school year of the criteria on which they are to be evaluated.

REVIEW

All employees shall be afforded an opportunity for a review of their evaluations. All written evaluations shall be discussed with the evaluatee, and he/she shall have the opportunity to attach a written statement to the evaluation instrument. Both the evaluator and evaluatee shall sign and date the evaluation instrument.

All evaluations shall be maintained in the employee's file.²

APPEAL PANEL

The District shall establish a panel to hear appeals from summative evaluations as required by law.¹

ELECTION

Two (2) members of the panel shall be elected by and from the certified employees of the District. Two (2) alternates shall also be elected by and from the certified employees, to serve in the event an elected member cannot serve. The Board shall appoint one (1) certified employee and one (1) alternate certified employee to the panel.

TERMS

All terms of panel members and alternates shall be for one (1) year and run from July 1 to June 30. Members may be appointed or reelected.

CHAIRPERSON

The chairperson of the panel shall be the certified employee by the Board.

APPEAL TO PANEL

Any certified employee who believes that he or she was not fairly evaluated on the summative evaluation may appeal to the panel within five (5) working days of the receipt of the summative evaluation. The certified employee may review any evaluation material related to him/her. Both the evaluator and the evaluatee shall be given the opportunity to review documents to be given to the hearing committee and may have representation of their choosing.

APPEAL FORM

The appeal shall be signed and in writing on a form prescribed by the District evaluation committee. The form shall state that evaluation records may be presented to and reviewed by the panel.

CONFLICTS OF INTEREST

No panel member shall serve on any appeal panel considering an appeal for which he/she was the evaluator.

Whenever a panel member or a panel member's immediate family appeals to the panel, the member shall not serve for that appeal. Immediate family shall include father, mother, brother, sister, husband, wife, son, daughter, uncle, aunt, nephew, niece, grandparent, and corresponding in-laws.

A panel member shall not hear an appeal filed by his/her immediate supervisor.

BURDEN OF PROOF

The certified employee appealing to the panel has the burden of proof. The evaluator may respond to any statements made by the employee and may present written records which support the summative evaluation.

HEARING

The panel shall hold necessary hearings. The evaluation committee shall develop necessary procedures for conducting the hearings.

PANEL RECOMMENDATIONS

The panel shall issue a recommendation to the District Superintendent within fifteen (15) working days from the date an appeal is filed. In the case of appeals of evaluations conducted by the Superintendent, the panel shall report to the Board.

SUPERINTENDENT

The Superintendent shall receive the panel's recommendation and shall take such action as permitted by law as she/he deems appropriate or necessary. The Superintendent may hold hearings and/or order a new evaluation by a second certified evaluator as necessary. In the case of a new evaluation, both evaluations shall be included in the employee's personnel file.

REVISIONS

The Superintendent shall submit proposed revisions to the evaluation plan to the Board for its review to ensure compliance with applicable statute and regulation. Upon adoption, all revisions to the plan shall be submitted to the Kentucky Board of Education for approval.

REFERENCES:

¹KRS 156.557, 704 KAR 3:345

OAG 92-135, Thompson v. Board of Education, Ky., 838 S.W. 2d 390 (1992)

RELATED POLICIES

²03.15, 03.16, 02.14

Adopted/Amended: 9/5/00
Order #: 40